REPORT RESUMES

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DEVELOPING THE MATURE READER, PROCEEDINGS OF THE ANNUAL FALL CONFERENCE OF THE PORTLAND, OREGON COUNCIL OF THE INTERNATIONAL READING ASSOCIATION (PORTLAND, OCTOBER 8, 1966).

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THE PROCEEDINGS OF THE 1966 ANNUAL FALL CONFERENCE OF THE PORTLAND, OREGON, COUNCIL OF THE INTERNATIONAL READING ASSOCIATION, INCLUDED TWO ADDRESSES BY DR. MORTON BOTEL AND 27 DISCUSSION SESSIONS CENTERED AROUND THE THEME "DEVELOPING THE MATURE READER." BOTEL'S ADDRESSES FOCUSED ON THE DEFINITION OF A MATURE READER, THE ROLE OF THE TEACHER IN DEVELOPING READING MATURITY, AND THE NECESSITY OF TEACHER KNOWLEDGE OF LINGUISTICS IN TEACHING READING. DISCUSSION SESSIONS WERE ORGANIZED FOR FIVE GENERAL AREAS--(1) PRESCHOOL AND PRIMARY--INITIAL TEACHING ALPHABET, MAKING READING FUN, LANGUAGE-EXPERIENCE APPROACH, THE NEW EDMONDS READING APPROACH, TABLE TOYS IN PRESCHOOL, KINDERGARTEN AND READINESS, ECONOMIC UNDERSTANDINGS FOR CHILDREN, AND PERCEPTUAL-MOTOR DEVELOPMENT AND READINESS (2) INTERMEDIATE--CREATIVE READING, NONGRADED LANGUAGE ARTS PROGRAM, USING THE SCHOOL LIBRARY, AND THE DISADVANTAGED CHILD, (3) HIGH SCHOOL AND ADULT--EFFECTIVE READING, THE LAY TEACHER OF READING, FASTER READING, AND READING AND THE WAR ON POVERTY, (4) CORRECTIVE AND REMEDIAL TECHNIQUES--DEVELOPMENT OF LANGUAGE SKILLS, PSYCHOLOGICAL TESTS, FROSTIG'S VISUAL DEVELOPMENT PROGRAM, THE ROLE OF THE DIAGNOSTICIAN AND CLASSROOM CONSULTANT, DRAW-A-PERSON TECHNIQUES, PRACTICES AND TRENDS IN REMEDIAL EDUCATION, AND THE GILLINGHAM METHOD, AND (5) RESEARCH AND FIELD STUDIES--REMEDIAL CLASSES IN JUNIOR HIGH, SCHOOL READINESS, EACH ONE TEACH ONE, AND THE JOB CORPS. REFERENCE LISTS ARE INCLUDED. (LS)

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PROCEEDINGS

Annual Fall Conference

PORTLAND, OREGON COUNCIL

INTERNATIONAL READING ASSOCIATION

DEVELOPING THE MATURE READER

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Proceedings
of the
Annual Fall Conference
of the
Portland, Oregon Council
of the
International Reading Association

DEVELOPING THE MATURE READER

Conference Speaker:

DR. MORTON BOTEL

Assistant County Superintendent
in Curriculum Research and Reading
Bucks County Schools, Pa. (K-12)

Demonstration and discussion levels:

- Pre-school and Primary
- Intermediate Grades
- High School and Adult
- Corrective and Remedial Techniques
- Research and Field Studies

Saturday, October 8, 1966
Madison High School
Portland, Oregon

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INTRODUCTION

The Portland Chapter of I.R.A. has been the official organization for the promotion of better teaching of reading since 1957. Several fine speakers of national renown have graced the speakers' platform at I.R.A. Reading Conferences. In this time span an untold number of teacher-demonstrators and contributors from other professions have shared their ideas about making successful, enjoyable reading a reality for our students. These reading conferences have served as a media for sharing and exploring new ways of teaching reading.

The Portland Chapter of the Oregon Council of I.R.A. must look for new and better ways of upgrading our profession. This year we are embarking on an extension of the "conference"approach in serving the reading instructional needs of teachers by publishing this Proceedings.

The professional people who presented demonstrations and made speeches at the 1966 Conference put a great deal of effort and time into their presentations. We feel that ideas and insights such as these, which have been developed out of teaching experience and personal research, can make more of a contribution if they are accessible for in-depth, follow-up reading and examination. By making the text of their speeches and demonstrations available, their value may be enhanced to those who heard them and extended to those who did not.

Ralph Hodges, President
Portland Council
International Reading Association

ACKNOWLEDGMENTS

The first Proceedings Committee of the Portland, Oregon Council of the International Reading Association has many people to whom it is most grateful. Topping the list, of course, are the conference participants themselves, who so ably and graciously accepted the unexpected burden of writing reports for this publication. Indeed, without the herculean efforts of these fine educators, we would still be just talking about "getting into print."

We appreciate, too, the contribution of Dr. Morton Botel, conference speaker, in allowing us to use his speeches directly from the tapes. In this way we feel we have maintained the spontaneity and vigor of his presentations along with their excellent content and organization.

Finally, we wish to thank the officers and board of our I.R.A. chapter for finding this committee worthy of being assigned this important task, the first publication of conference proceedings.

The 1966 Proceedings Committee

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SETTING THE STAGE

DR. MORTON BOTEL

The conference theme, "Developing the Mature Reader" is the topic which I have elected to discuss in this brief meeting this morning and in the longer meeting, at least from my point of view, in the time allotted to me in the afternoon.

Before discussing in terms of anything practical, this notion of the mature reader, I would like to establish for you where I stand -- a notion which some of you may share. In any event, you will have your own notion about the mature reader. What is he? And then we can come back to the consideration of the topic theme, which really in saying, developing, tells us that it is our job somehow to organize a program to develop a program and plan and design which will do that job. But what is the job we're trying to do? What is this mature reader And you have had a bit of that definition -- perhaps a good bit of it this morning, from your President, but let me expand upon that just a bit, so that as you visit the various sub-sections today and hear this presentation and consider in the future what your role is, you have a kind of base.

First of all, the mature reader must be something very different for every individual. If we believe what we have said and what we have learned about individual differences, then there cannot possibly be some picture we have of a particular person who is so well rounded and so accomplished, that we want everybody to be that person some day. Quite on the contrary, because we know that individuals differ so widely, our notion of maturity must be that for each individual, he has moved ahead with respect to all the characteristics of reading, in such a way that we can imagine theoretically that he has reached his optimum development, so that for some persons, the level of maturity -- the kind of person he is with respect to all those things we call reading -- be quite different than for another person, who brings to reading and to living, different kinds of capacities and different kinds of experiences, different kinds of interests. So the mature reader then is each person having been helped through our efforts and through his broad environment, to reach some theoretical level of optimum performance for him in the various things we consider to be the aspects of reading.

And what are those aspects? Well, in the end, for each individual who is a mature reader and in terms of his own integrity -- his own personal ability and limitations, he should have great power in reading -- the maximum amount of power in reading -- a maximum amount of devotion to reading and a maximum amount of flexibility in reading. Those are the 3 aspects of maturity in reading.

When we think of power, we think of comprehension, interpretation and appreciation. We want each individual then to have the deepest kind of comprehension he has the capacity for; the deepest kind of ability to interpret and the deepest kind of appreciation for the very special styles and kinds of literature that are available to us.

Both of Dr. Botel's speeches are transcriptions of oral presentations.

With respect to devotion to reading, we want an individual to rather, by habit, turn to reading as a desirable, delightful way of spending time when there are alternatives, such as television and hunting and golf and swimming and chatting and so on. We want the individual to be devoted enough to reading so that reading is one of the things he continues to want to do, quite by virtue of his own motivation. And with respect to flexibility, which was mentioned by your President, we want this individual to be so flexible that as he comes upon different kind of materials, he can read it, as Clifton Fadiman so aptly put it -- "He can read tripe with the speed of light and Toynbee with tortoise deliberation." It has never been said better than that, has it?

The flexible reader, somehow or another, partly by intuition, partly by an accomplished program of reading and partly by alerting him to the differences that exist among the media in the field of reading, learns that as he looks at material, he sizes up the situation to decide what he wants to get from it and he speeds up or slows down, based upon that consideration.

This is what we mean by the "mature reader" then, a person who in each of these categories of power, devotion and flexibility, has reached this theoretical, ideal level. It would be quite impossible ever to measure what this should be for an individual. It is much more important to have the concept than to measure it. I'll say more about measurement later. We have become so concerned about measurement and statistics that go along with these capacities that we forget that the notion itself is much more important, because if you believe these things, then the results take care of themselves without a tremendous amount of evidence of a clinical sort or of the standardized testing sort and so on.

Now, the problem for the teacher is the word "developing", which is in your theme. Apparently, the assumption is that there is something that we do, apart from what the person is and the rest of his environment and its influence on him -- something we do in teaching that can increase the likelihood that each person will perform at an optimum level with respect to these characteristics of reading.

And that's the problem in all of our professional careers. What is it we are doing that has the right effect or is likely to have the right effect, and how can we continue to improve our ability to be a part of this developing process? Isn't that our job? And I think that's why you come to these meetings. You come to them for many reasons -- you want reassurance; because perhaps you already think you are doing these things, but you want to make sure and you like to visit other teachers who are your colleagues from other places, to find out how they're thinking about problems; you want to find out how specialists who have the opportunity that I've had of working under special circumstances, both in and outside of the classroom -- how we think about these things so that you can check your own thinking. Further, all of us hope, every time we come to a meeting, that we get at least one new idea -- something to go back and use -- something to try so that we can be even more certain than before that we are part of this developing process -- that we are developing the mature reader in some measure by our efforts.

And this would be a good time to break into that general thesis, to remind you -- and I am sure you will be reminded again -- of the importance of the International Reading Association as a vehicle for ideas for this developing process.

I hope all of you here are not only members of the National IRA, but that you benefit fully from the tremendous number of services that are offered. I hope all of you read "The Reading Teacher" and "The Journal of Reading" -- our second journal, which is largely secondary and college oriented; and that you receive the Annual Proceedings, where some of the best thinking in our field each year is pulled together in this one volume -- the presentations at the IRA Conference. And this year, you will have an opportunity that will not come frequently, and that is, the opportunity to come to an IRA meeting in Seattle. It will be as close to you as it will get for a while -- certainly, at least for 4 or 5 years, because of the necessity of a conference like this moving about the country and into Canada. At that conference, you will have an even greater problem than you had today. I went through this program last night, after Gordon gave it to me and I really didn't quite know how to get to all the meetings I wanted to get to. I would like to talk to all the demonstrators and speakers here. I have some questions to ask each one of them, and I am terribly frustrated that I might not be able to. But perhaps somehow, through your proceedings or summaries or whatever you have, I can get some notions of this. Further, I will pick the brains of those who sit near me at lunchtime, who have gone to meetings I haven't gone to.

If you think that's a problem, the choices at IRA for any period of time, will probably average thirty-five; and many of them will seem so compelling that you just won't know what to do and you may end up drifting back and forth, not knowing quite where to go and end up not going any place at all. I've had that happen to me occasionally.

We do want to make this process then, of learning about developing, a continuous process and to use services like that of this State IRA Conference and the National IRA and other groups, to keep ourselves alert, to keep our work exciting and for me, reading is always an adventure. There is not a year that I haven't had to shift my position -- in some places, rather considerably, because someone else has proven something that I didn't believe was so or was a good alternative and I visit these places in these schools and see what's happening to the children and I come away thinking, "Well, now, here's another way; and perhaps even a better way under certain circumstances for doing something to improve the maturity of the reader."

I hear people who have been around for a while frequently making the statement that "the older I get, the less I know". There are all kinds of variations of this, but what that really means is, that the Lord protects us when we are young by helping us to believe that we can go out and solve the problems of the world, at a time when assurance is probably a good way to overcome immaturity. As we develop in our maturity, we become better able to accept the fact that there are many ways and that we don't -- we are never quite sure which of those, in what combination are really the best. That's what we mean by "the less we know," and I certainly have found that in my own work and at the present time, I find myself at the University of Pennsylvania rather than on the firing line, in the sense that I have been on the firing line the last 15 years, hoping to re-examine some of the positions that I've had about how you make -- how you help and contribute to the maturity of the reader. It's a tremendous job. Our humility is the most important thing we can develop as we go along. That's why it's so grand today to have many opportunities to visit, talk with teachers who themselves are searching and are willing to share with you, their thinking so far. I doubt whether any of these people, even though they will be exciting people and full of enthusiasm for something they are trying, would tell you that this is the final answer and the last word, merely that they have tried it and here are their experiences, for whatever they're worth. That's a very healthy kind of attitude.

Now, in the remaining time, in setting the stage for this meeting, I would like to introduce what I am going to say for the rest of this conference, in terms of 2 ways of approaching the problem of developing -- the role of the teacher in developing the mature reader. There are so many different ways in which this might be approached and I decided to pick 2 approaches; one of them, I call "the teacher as the most competent observer"; and the second, I call "the teacher as the interpreter and implementer of research".

Now, "the teacher as the most competent observer" is an idea which I would like to explore for the rest of this morning and as you visit the sections and as you visit the exhibits and so on, perhaps you will be more alert than ever to some very special way of thinking about the teacher's job in the reading process. At a time when rather fantastic sums of money are made available to us, to bring media, to bring smaller classes and a longer school year and specialists and more tests and more things that we will have to get to know about and to learn to live with, by way of structure and the dynamics of human relationships and all of the rest of this -- they are mixed blessings when you get a lot of money. The teacher in the one room school, who never had anybody bother her but an occasional Board member was in one category. The teacher in a school today, who has to relate to many, many different persons in the structural system of the school program -- helping people and supervisors and administrators; and not one text, but so many that the teacher could never possibly get to know all of the texts and all of the library materials and so on. We have altogether new kinds of problems.

And in this setting especially, it becomes important to have a teacher understand her role as the observer of children, as the person most capable of making the decisions about what things are right for children in that setting, with respect to developing maturity in reading.

Let me illustrate this by a kind of negative process. I am seeing a youngster now at the reading clinic at the University of Pennsylvania, who has been on our waiting list since January; a youngster who was brought to the clinic, if you will, whose mother made contact with the clinic that many months ago because she saw that something had to be done. The youngster was not learning to read very well and he was frustrated and there were all kinds of problems and it took until now till we got to him on the list. And this youngster, in the meantime, according to our records and our follow-up at school, is a 4th grade youngster who is old enough to be in the 5th grade -- in fact, was held back in the first grade by the mother's decision and suggestion. This youngster is working in a 3rd grade level book in the 4th grade -- a high 3rd grade level book. And when we tested the youngster and worked with him, we found out that his actual performanceability was about the first grade level -- high first grade level, at most. Anything else was very frustrating to him -- his fluency and his lack of comprehension and his lack of security in any materials more difficult than that, made it so evident to several of us who saw him in the clinic that he must at first be given materials which are more appropriate to his level -- his ability to move, his self-confidence and so on.

In the meantime, you see, and in fact, not only since January, but apparently for the last 3 years -- 4 years -- 5? Almost 5 -- he's in his 5th year now, this youngster has probably been reading the materials that are too difficult for him; and apparently all along and especially in the last 9 months or so, adults who are interested in this child had been waiting around for somebody else -- a reading specialist to decide where he belongs and what we can do to help him. Haven't the teachers known how to put into effect what they have studied in every education course they've ever taken? We know that individuals differ; we know how important success and motivation is in reading. Wasn't it evident every time the child read aloud and got 50% or less on his comprehension exercises that something was seriously wrong, and that you did not have to have Dr. Botel or somebody like him make the decision to put him in appropriate material?

Haven't teachers developed the confidence? Aren't administrators organizing the schools in a way to make it possible for the child to be properly placed in materials, whether it be in a highly structured basal program or in any other kind of program, that learning takes place when the child enjoys what he is doing? We said that he should be devoted to reading. This child will not be devoted to reading. He must hate reading, even if he doesn't say so. I asked him, by the way -- arithmetic, he said was his favorite subject when it didn't involve reading, and reading was the subject he liked least. He was able to admit that to me. Sometimes they don't admit that because when they come to a reading center like ours, they think they had better say something else.

The point I am trying to make is, in this little pertinent example, is that there are children who are working with media in school programs and who continue to work in media, that from the developing point of view of this title, undermine each of the 3 aspects of reading that we've been talking about. Will this child, as the result of the work in these books, have power of comprehension, interpretation and appreciation? Can he appreciate material in which he certainly cannot flavor the style at all, because he misses at least -- in the third level, he misses about 2 words on every line; grossly misreads them or doesn't know what to do when he comes to these words? Will he develop flexibility in rate when everything he reads, he reads at a rate which -- well, you describe it. At what rate and with what flexibility do you read something when you miss 2 words on every line? How is it possible to be a part of this developing process in a sincere way when every day, the child has to face media inappropriate for him.

By the way, and quite obvious to all of you who know reading and have been thinking about this problem for a long while, if he is in a three two book in reading, in the 4th grade, where is he in social studies, science and in the other textbooks which proliferate rapidly after the primary grades? How do those books compare with even the three two book in difficulty and in the ability, in terms of the ability of the youngster to absorb these ideas and to work independently and so on?

The problem is that that little example is not just an isolated case, but a representation of what is happening to millions of children in this country. He is not to be given a name like specific language disability or dyslexia -- or emotionally disturbed or any other such thing, until we have for years, worked with him where he belongs, in an instructional situation which is adequate, to classify a youngster in terms of neurological or psychological or other problems when instruction has been wrong -- grossly wrong -- is one of the techniques that we have used, maybe not knowingly, but by having all of these categories of difficulty in reading, we have somehow either demoralized the teachers who think that they can't make decisions until somebody has said that this youngster is or is not a dyslexic, or is or is not whatever the many reasons may be for keeping a youngster from benefiting from the typical instruction that has been offered and which apparently many other youngsters have benefited from in the same classes.

Somehow or another, the teachers have got to be helped by those of us who are specialists, to believe not that teaching decisions should be deferred to the decisions of psychologists and reading specialists and other people who are in this special outside of the classroom camp, like myself, but rather that our role is to increase the confidence of teachers and encourage them to make the decisions they are quite capable of making, and its simple levels, avoiding the over-complication -- of course. Personality structure and the many aspects of human growth and development are very complex, but there are also some pretty simple things we know about learning that have been entirely ignored for this youngster. The teacher by the way is absolutely, in that school situation, I am told, and I believe this, ready to do whatever we think is necessary to help.

Why has it taken this long? Why was it necessary to wait? Why couldn't the school itself have a point of view that when a youngster does not have a certain degree of fluency in materials, that easier materials be used? That we somehow use the informal appraisals that we have been talking about for several generations now, in learning? We know when a child is properly placed in media, when he is performing in a way that contributes toward his maturity -- we know this partly intuitively, it would seem, if we are good teachers. We know it simply by observing children and noting that they are able to move ahead, that they are able to work when you are not there, that when they are reading, when they are doing whatever they are doing, there is a fluency and a happiness and an involvement that seems purposeful, and you don't have to be a specialist to go into a classroom and know which children are not in that kind of a situation. You do not have to be there for very long; and teachers themselves really know this, but somehow or another, they will sometimes say, "Well, he's on the list to see the psychologist," and so the psychologist comes who probably has never taught a day in the classroom; and writes a rather magnificent report which is almost unreadable to the classroom teacher; in the sense of being able to do something about it, you then get the report and don't know what to do. I am not at all demeaning specialists like myself and the psychologist. I simply think that our role is not to write esoteric, comprehensive reports that purport to know a lot more than we truly know about our own fields, by the way. It doesn't keep us from using a lot of language because we don't yet know. We keep using it anyhow, as though we do know. What we ought to be doing, you see, is talking with teachers about their problems, trying to communicate some of our ideas and admit that we are the least capable of being able to make the decision about what ought to happen in that classroom. While we may, for example, know something about instruction level, it is important for the teacher to understand the idea fully and to make that decision and for us to talk this over. It should not be my job to tell this teacher, "Put this youngster in a first reader," or "use the language experience approach," or "an individualized approach in which the materials are of a certain level of difficulty and the approach takes a certain form." The teacher ought to know that; and I think the teachers do know it, but somehow, it has not gotten past knowing about it theoretically, and it is not at an action level.

The informal reading inventory, the informal spelling inventory, the informal arithmetic inventory, the informal everything inventory, was the first giant step taken, in my opinion, to begin to suggest how in a somewhat perhaps formal way, because numbers are used and percentages are used, to judge the ability of children in the classroom setting. And modifications of the notion of the informal inventory in every skill area, it seems to me, represent a very good keystone for this technique of learning to become what you should be as a teacher, the most competent observer and decision maker.

Specialists like ourselves then, should be helping teachers, and people who help you think about ideas that you know are important and begin to share with you, some of our notions without telling you exactly and for certain what they mean. We don't always know what they mean if we haven't been in the classroom for a while.

Standardized tests should be relegated exclusively to the administration and the computer. They have not been helpful in placing children and in giving us a diagnostic picture in my opinion -- certainly not in classrooms, that have become useful in making the right decisions. The school that I am talking about, like most schools, have standardized tests every year, quite frequently administered and occasionally marked by the teachers and then put on to cumulative records, there to be forgotten forever or to be used occasionally in the wrong way. If a child is reading in a first reader comfortably, and you put him in the second, and he begins to become less fluent, the fact that a standardized test says 2.8 does not mean that you put him in a high second grade reader, or whatever that test says. It does not have that meaning.

So the teacher, not the standardized test, not the outside specialist, is the most competent observer. The problem is to go back to what we have agreed to about what we know about learning, what we know about reading and to make these things work in the classroom. Where we can't, to recommend alternative procedures for organizing our classrooms and for providing supplementary classroom type help for these youngsters. Teachers have to become the focus for this and this is, as far as I am concerned, the most critical idea and the most important kind of innovation, if you will, that we can focus upon and with all the new Federal money, it is not a matter of buying a new reading system or a new machine, but developing confidence which comes from an agreement about when the materials and media and so on that we are using are appropriate, and that decision can be made with very little additional expenditure of money, but by setting up systems within the schools for agreements and for procedures.

In the afternoon session, when I return, I will talk about the second aspect of this, and that is, "the teacher as the interpreter and implementer of research." Once we have the notion that the teacher must be the primary person and can make the right decision and can get the right materials and use them immediately, we must then find out what we know, what research has been done that is creditable, and then see -- knowing that research is only one part of it -- the real problem is, how do you take the research and make it work in the classroom, and that's not quite so simple as it may seem. It's much easier to tell you what the research is; and I will be more glib with respect to that, because I know some of the research and the next problem will be to say to you, "Now, what are you going to do about this? Can you find ways of making it operate"?

DEVELOPING THE MATURE READER

DR. MORTON BOTEL

I am most grateful for the opportunity to come to a conference and to learn as much as I have had the privilege of learning -- the opportunity to attend meetings along with the rest of you and as I indicated this morning, I feel exactly the way I expected to feel, both grateful and a little frustrated that I couldn't get around to more of the sessions.

When I spoke to you this morning, I suggested that my way of addressing the problem -- the conference theme problem, "Developing the Mature Reader," was to take 2 tacks -- one of them, the teacher as the most competent observer; and in the afternoon session, I would like to discuss the teacher as the interpreter and implementer of research.

What research do we have? How do we use it? And here again, I am going to be quite arbitrary. There are so many ways to classify knowledge information. I would like to suggest an approach for categorizing the research and I am going to take these 2 categories -- and I am sure there are 8 of them, if you wanted 8 categories or even one, if you would rather think that way, but the categories I have chosen to discuss with you are linguistic research, since those of us who are concerned with the teaching of reading must base what we do upon everything we know about language development. And secondly, learning research.

I had better express my special reason for not having one category and simply going through the research. I found in recent years, with a great interest in language, from the special point of view of the structure of a language -- the thing that structural linguists have been saying for several decades has finally filtered through and a good bit of research is reported -- has been reported and we try to make some sense out of this research in the field of linguistics; and I have noticed that quite frequently, the ideas that come from linguistic research do not seem to be tempered with what we know about learning -- how the child learns, what we know about individual differences. Now, I suppose it is quite proper to be able to talk about what the linguist -- let's say the structural linguist especially knows and has learned about his field and not concern ourselves at all, as long as we agree to discuss language alone and not how you teach it, then we can defer and should defer to the linguist, if we understand, of course, that there may be different linguists with different points of view. When we talk with the structural linguist, we will find great agreement among them as to how language might be explored and categorized.

The problem has been that we have not distinguished in linguistic research, between the research of the linguist on language and the research on using linguistic data in programs for the teaching of reading or language in elementary and secondary school classrooms. They are two very different categories. When the linguist tells us that one way to think about language from a structural point of view is to examine its phonology, its morphology, its intact, its intonation;

and that these large classifications as sub-classifications and that we can take language then and put it in the various compartments and look at it in a very scientific way -- to look further at dialectology -- what are the variations of sounds, of spoken utterances in various parts of the country and so on. We must defer to the linguist, who has made these studies to find out what's going on and to find out how a particular group of scientists classify this kind of information.

On the other hand, we raise the next question: "What of this information is relevant for the teaching of reading and spelling and language development generally in the 1st grade, 2nd grade, 3rd grade and for children who vary so greatly in each of these grades"? For this kind of information, we cannot at all and should not at all defer to linguists. It seemed to me that the linguist would admit, unless he were also an educator and knew the research in learning, that it is not his function -- no more than it is the function of a fine mathematician, to teach his subject or to say how it ought to be taught in the 1st grade, 2nd grade, 3rd grade, and with the range of differences in those grades. Unless we understand that there has been a confusion about this, we will not get to the heart of the problem. For example, when Blomfield wrote his suggested program for teaching reading and Barnhardt is now -- is the only living survivor of the team, developing and promoting this program, the linguists in this instance decided that they were also going to become educators and decide how to use what they thought was implicit in language structure that all first graders ought to get and to decide therefore how to teach reading; and they developed a program based on, I suppose, an intuitive approach which they felt they could develop simply out of thinking about it logically rather than out of working with children. Barnhardt since then, of course, has developed this material and presumably is trying them out and I hope learning something about education in the process.

The problem for us with respect to that approach when it first came out was that everybody in our field, when the idea came up, "What is linguistic -- what is a linguistic reader, if you will", or "what does linguistics have to say to teachers of reading," thought of that program and decided too early in the game that that is what linguistics suggests for the teaching of reading and language skills, -- simply because that was the first program that came out with such a label. Many other people, for example, who also know a good bit about language, have come up with other interpretations; for example, people like Carl LeFef saw implicit in languages as he understood it, the need to emphasize intonation -- the intonational patterns of language as the basis for teaching reading, rather than the phonological aspects of language. In fact, he minimized entirely the phonological, said this would kind of happen by itself, if we paid attention to the larger features of language design. And further than that, Blomfield and Barnhardt ignored intonation entirely, though they know a great deal about it and wrote chapters in their books dealing with intonation, they apparently ignored it here -- did not see how it could be used early in the game or that perhaps it wasn't too important, it could be deferred until later. Others have suggested that the approach to teaching ought to be on a syntactic basis -- the larger structures of language in the sense of the design of the ordering of words in sentences rather than their intonational sounds or the actual spellings of those words.

As someone early in the game suggested that -- maybe Dr. Lee here and Dr. Van Allen, certainly have taken the view that -- whether they were willing to talk about linguistics or not, in the formal sense, that the larger features of language -- whole sentences and in the language of children, certainly represented a type of conclusion that one might draw from looking at linguistics as a science. If language is made up fundamentally of larger utterances, of things we call sentences, then should not the sentence, which carries the full meaning along with related sentences and cross sentence barriers, carry the full meaning, should we not therefore begin with sentences and especially in the intonational -- with the intonation that children will bring, because they are using their own language and their knowledge of the words and expressions and the total utterances. Do you see what I am saying? Linguistics itself is the described language in all of these ways, but then, which is the linguistically right reading program? Which of these? Can they be used in some combination?

Well, this is the problem I present to you. Linguistics is an area which is concerned with the science of language. It includes structural features that I have indicated -- phonology, morphology, intonation and syntax -- dialectology. For some structural linguistics, it also includes such further esoteric names -- if you didn't get all of those names as I went down the line, you haven't lost a thing so far. It may cause you to want to go and read some of the books which analyze language this way and get to know more about it. I encourage you to do so. Not that you will be able as a result of that to go out and teach a linguistic approach to children, but that as you understand language better, you should be in a much better position to re-examine what you have been doing, to find out if you have perhaps been saying some things that are not true or to encourage you to believe that some of the things you are saying, which are substantive are true; and to further raise some questions about how we use these things in any event, based on what we know about individual differences.

Some linguists have extended their field of inquiry -- Dr. Smith, for example, University of Buffalo, to paralanguage and kinesics -- if you haven't heard those words before, that might throw you -- paralanguage and kinesics -- the notion being that we are really interested in communication; not just language; that when we communicate, we communicate not only through the consonant and vowel sounds and the intonational sounds, but through further structures, paralanguage and kinesics, which merely says what all of us already know, who have ever said to children, "How would you say that?" And whenever you have put on a little play and children don't stand there like boards and begin acting, moving their hands about and showing in their facial expressions, surprise and chagrin and awe, and all the other things that we're supposed to show when we feel that way. That is, when we communicate, we communicate not only through the oral language at the level of intonation in consonants and vowels, but by inflections in our voice, that show how we feel and by facial expression and gesture that indicate how we feel. Even the baby -- the very young baby, who is still in the crib, looks at our facial expression to find out what these sounds mean. Have you ever seen little children do that? They've already learned that you can tell something by watching the person very carefully, to see if he looks angry when he says things a certain way or if he's smiling; and we all become very sensitive to these aspects of communication. So that has been analyzed and linguistics therefore has gotten beyond itself a little bit in a way, but into the larger dimension of communication in say, what are the other elements of communication among human beings that we need to look at and the relationship they have with each other?

One needs to know semantics and while we get many things out of the study of semantics, a specific homely example of how we use what we know about the different meanings that may be attached to any given word in almost every instance of its use, has led more and more to the idea that we ought not ask the children, "What does this word mean," or "write a sentence for the spelling words you missed tonight," but rather, we're more likely to ask the question, pose it a little differently, based on what we know about language, and that is, we say, "What does this word mean in this situation" or "what are some of the many meanings you can think of for this word -- use them in various sentences" -- establishing, every time you ask such a question, the more general idea and that is that a word never has a meaning, you see? It is a much more important idea. And that idea may never get across, since most of the questions we ask are in the form of "what does this word mean" or "use this word in a sentence correctly," we may miss the really essential aspect of what we know about semantics. That's only a little tiny bit of the whole field of semantics and I throw that in as an example of an inference -- as a kind of way of thinking about an application.

How about the history of language itself as an aspect of linguistics? Few people here and there have suggested recently that the content of reading and language programs at the elementary school level, have more and more of the history and interests that comes out of the study of the history of language itself, as the content. Instead of the usual stories, if you will, let's use stories that have to do with language and human communication, so children can, while they are learning language in a practical sense of reading and spelling and writing and so on, also be studying language in terms of its history -- its fascinating history.

Well, now, there is linguistic research, isn't there? In all of these areas, we know things about these features of language and if you have not recently had an opportunity to read among these aspects of language -- structural, semantic, historical, dialectic -- if you have not been well informed -- if you have not read the books that are telling us true things about our language from a certain point of view, then you haven't enough information about language to be sure that you are doing all the kinds of things for children that need to be done. Remember, I am not saying that you should learn these things and then go back and teach what you have learned by simply trying to water down what you have learned up here to the first grade level. It's a much more complex task than that, but nothing is a substitute for the teacher as a scholar -- the teacher who reads research, and this is a very different kind of research than the kind we usually think of in education.

Educational research unfortunately has usually had the flavor of proving that one system -- A system is better than B system. Most of the time, when we think of educational research, really -- and if you say to somebody, "give me an example of what you mean by educational research," they will say, "well, you test the basal reader approach against the language experience approach and see which one's better." Now, that's certainly a certain kind of research. Most of it that has been done is less than adequate. That is, the design of such research has probably 99 chances out of 100, been so unsophisticated that it is impossible to say anything very significant about the results. Despite that fact, people have been saying very significant things about the results as though there was significance, which is a concern of ours; as a good research design permits you to say things within certain degrees of confidence and that has not always happened.

So there is another kind of research -- the research that takes place outside of education entirely by people who know mathematics or by people who know science or by people who know economics or by people who know language; and our job is to continue to know as much as we possibly can about what's happening in these areas.

Well, now, let's look into the other area, the area where we are fairly -- I guess it would be fair to say we are experts or should be experts. We know about learning. We've taken courses, at least in education psychology and methodology, various courses in education which have dealt with topics like the following, in which research is reported and which gives us a basis for being fairly certain that emphasis on the following characteristics of learning is significant in improving the individualization of learning experience. For example, we know a good bit about perception. Now, some of the things we know about perception are being investigated further, but we know for example, almost by definition that perception takes place through various channels -- not only oral, not only visual, but intactile and kinesthetic perceptual experiences, we have further opportunities to make it possible for youngsters to have contact with phenomena on a broader sensory basis. This is not a new idea at all. People have always intuitively used every good idea in every field of inquiry, but we know something about these things more scientifically now and we're investigating them further.

We know, for example, that practically every one of the approaches that have been developed to work with extremely retarded youngsters in reading include tactile kinesthetic approaches no matter what else they do; and almost all of them purport to be terribly successful and certainly, the common feature, since they differ so widely in other aspects of their structure, the common feature seems to be an enrichment of perceptual experience by using touch and movement along with other perceptual approaches.

We know a lot about structure and its possible use in teaching youngsters to understand better what's going on in any field of work where there are ideas. We know for example, that phenomena in any field of work can be organized in such a way that there are patterns and structures rather than a series of linear one point after another little items. We know that they can be connected logically in certain ways and that there are some large unifying ideas in every subject field that can be put together from an instructional point of view, and the children can be led to, that increase their understanding of what's going on.

We have a good bit of information about the discovery process, which suggests that if educational experiences can be arranged in a certain way, so that the elements of this structure of information become evident by their arrangement, the children can study these patterns and begin to see how to extend them and to formulate them and finally arrive at rules and generalizations themselves rather than be told in advance what the rules are and then given instances of practice. We've known for a long time that we could teach children that way and that the understanding and recall of what they had learned would be enhanced thereby. We've also been told that there may be some important exceptions to that that are being investigated, with children who have language disorders and other problems.

We know a good bit about motivation. We know for example that when a person is successful and has a feeling of being with it -- a forward movement rather than constantly blocking in the learning task, that he is encouraged thereby and is likely to benefit from what he is studying in a much more significant way. His comprehension is better, his involvement is a very different order, his ability to remember is more permanent as a result.

We know a good bit about such things as recitation over rereading; that if a person is reading something and begins to understand it, that he improves his understanding by looking away from the material and reciting to himself, to see if he really does know it, rather than reading it a second time and a third time without such a check. We know that over-learning increases the likelihood of recall, and that this is terribly important for slow-learning children who barely get to the point of learning something in the first place, if indeed they get that far. But the slower the youngster is, in all probability, the greater his need for over-learning it and that takes time. Much time, with all of its implications.

Well, these are a few things we know about learning; and clearly, as teachers of reading, it becomes essential for us to know about language in all the aspects that I had suggested in the categories I gave you earlier and to remind ourselves, if you will, about what we know about learning -- about individual differences. And somehow or another, it is the fusion of what we know about the subject and what we know about the child in learning that makes it possible for us to decide what substantive content is useful and how it ought to be arranged and we know about these things because we are constantly looking at what we know about learning. We continue to ask ourselves, "How can we do this to provide for individual differences in the class?" "How can we provide this content so that it is organized in a way the youngsters can see its unifying ideas?" "How can we provide the necessary review and over-learning opportunities?" Do you see?

And if you don't know education or say, "I'm not concerned, that's not my field, I'm not concerned about that but mapped out programs for children," you may be missing by a mile the significance of a very important piece of work, namely the work in language study, in linguistics.

What are the implications from linguistics and from learning, that may lead us to better practices and too -- that may give us a basis for re-examing the practices which we now have. What are the kinds of things we're doing that are supportable from the research in these two areas and what things are questionable and what things are, if you will, extinct as the dodo, but still there in the curriculum that are neither linguistically correct nor correct from the point of view of learning.

This morning, I gave you a little example to suggest how if you were a teacher of a youngster, who was utterly frustrated in reading, that you might, if you will, from both the linguistic and learning point of view, find an alternative for the way in which he spends his time. What is wrong from a linguistic point of view and a learning point of view with having a youngster in material where he is frustrated, where his performance is so disfluent and his comprehension is so low, that his self image, that his dignity, has been almost utterly demolished? Well, let's look and see.

From the point of view of language itself, let us look at intonation -- just one element here, intonation. The child who reads aloud from material where he misses 2 words on a line, could not possibly read that material the way it would be spoken. He is so concerned about just being able to say the words in the first place, that he couldn't possibly pay any attention to saying it the way it is spoken. Isn't it silly to say to somebody, "Say something -- how would you say that," when he can't even say the words, in many instances. This is to suggest then that when oral reading takes place, it ought to be material which the child knows entirely so that when he is reading aloud, he can think about the one thing that's worth thinking about, "how do you say this so that it sounds like language?" It should be in the situation where communication is taking place. There ought to be some reason for reading that material, even if it is, "how would you say that?" There are sometimes even more valid reasons, but at least he has something to think about besides, "it's my turn and I'm going to make mistakes." From the point of view of the science of language itself, you are defeating what we know about intonation by putting the youngster in a situation where he will make errors, where every few seconds, he will block, and you will then have the raising of hands and after 5 or 8 or 10 seconds in this very helpless situation, "Will somebody help Johnny?" I'm sure when we do this, we do it really thinking that we're helping, but from the point of view of language, we are utterly destroying any sense that the child can have that reading is language recorded.

How can he possibly see the connection? When he speaks, he speaks with the natural intonation of his community and when he reads, it's nothing at all like language. That's one thing that's wrong with the situation; but further than that, from the point of view of learning, what's wrong with it? Is there meaning going on there? Aren't we interested in teaching meaning? Isn't that the thing we're constantly asking about? "Can that possibly be meaningful for him?" "Is his perceptual process being enhanced by having so many difficult things for him to confront that he doesn't know what to look at, and in what order?" There are too many things looming up at one time.

In terms of motivation, what are we doing to the motivation of this student we say ought to be successful. He ought to have a feeling that he's with it. This youngster certainly never has when he is in a reading situation. And we could go on and on, if you will here, and say that there are situations like that going on in millions of classrooms every day -- for millions of children every day, let's put it that way, where there is a denial of what we know about language and about learning, every time that situation takes place, and we've got to do something about it. That's one implication, that's the negative side.

Taking the same idea on the positive side, what does that suggest about the teaching of oral reading? If oral reading should have the sound and melody of language, we aren't just interested in having somebody say, "The teacher as the most competent observer" -- saying every word correctly. The consonants and vowels are all right, but that's not the way you say that; and if we want children to read so that it has the sound of language -- if we want to capitalize on what we know about linguistics, if you will, then we should provide a setting in which the child has been prepared for his reading experience, if you will, and where we can try the various ways even, in which that utterance might be said by different people. The teacher might prepare the students by reading some material which the children then would just listen to, or perhaps they might imitate; and then they can try various ways of saying things, because there are always options -- optional good ways of saying almost anything when you are reading aloud. And here we capitalize both on what we know about learning and on what we know about language.

Let's look at the general practice of the language experience approach, in which children talk together and listen to each other, and which the teacher keeps a record of what children say. From a linguistic point of view, certainly, if we are concerned about the larger features of language, the total syntactic structures, if you want to use that language -- you don't have to -- but anybody who keeps a record of what children say, from the earliest time, are giving the child a very proper notion of what reading it is. It is language recorded. You don't have to say that at all. You just do it and they see that when they talk, this can be written down, that you can reread it. And it's not necessary to limit, in my opinion, and as I have observed children and teachers working in various patterns, and not necessarily to wait -- necessary to wait to do that until they first learn the consonant and vowel phonemes and their representations.

The early work of Blomfield -- let's say maybe it's still true at the present time, and Fries' early work suggested that you must limit the language environment of children from the point of view of having them see letter representations of sounds to those which have one to one correspondence at first. So that the earliest vocabulary must be exclusively a highly patterned arrangement of words, where there is regularity as there is with some languages like Turkish and Spanish and so on, where when you say something, it is represented in the same way from the point of view of letters, as they represent consonants and vowels. But let's not display on the board, words which do not -- like "look" or "let's go to the zoo," because in those words, there would be the long o in go and we don't want the children to be confused by that fact, because they are learning that -- at first, that o has the short sound and we'll introduce that later in its proper sequence.

The point is that while that draws from one aspect of linguistic research, phonology -- sound-letter relationships and there is certain logic there, to preclude the fact that you can also work with intonation and longer syntactic expressions, and that the vocabulary has to be the single vocabulary, highly controlled, must be first grounded in some tests in which we find out whether it does hurt the child in his overall learning to have -- introduce simultaneously a basal reader vocabulary, his own language as written by the teacher and also patterned sets of words that have a good bit of control with respect to phonological characteristics. And in my observation, and it's quite informal now -- we've been working for a number of years, we've never had good experimentation in a certain sense of the word. It appears that you can introduce all of these elements simultaneously and not have them at all -- disturb the children or interfere with their learning. You should have no fear, if you are using Blomfield but also at the same time, having a language experience approach running alongside of it. In fact, if anything, it probably will enhance that program which most teachers in any event, who have created a spark would be very distressed about if they had to spend all of their time teaching that very tight structure before they could relax in the classroom and do things with language, that they think are terribly important.

You see, these are inferences now that we've got to test. Now, we're in the level of trying to combine what we know about learning and what we know about language and to tie these together into various designs -- program designs which involve many, many features. But certainly, the language experience approach has all of the features that are required -- children work at their own level, they are not asked to read material which they cannot read and there are all kinds of things going on there that are highly meaningful, highly motivated, if you will, and that offer opportunities to respect each individual's contribution, something not typically the case in highly structured programs.

I am saying then that there are obviously many different ways in which you can interpret the results, but there are also some things which are pretty clearly good and that we would take little exception to and other things which are terrible which somehow or another, through our understanding of research, we must get rid of in our programs.

Another area that has opened up in the study of language is the area of syntax. We can now talk about grammar again from a different point of view. Interestingly enough, about the time that we began to be able to talk about it from a different point of view, namely, the structural linguistic point of view, some people in the study of language began saying, "That's old stuff; now it's got to be generative transformational linguistics rather than structural linguistics and most of us aren't even up to structural linguistics yet." This problem is a problem of the evolution of a science, the science of language, which keeps moving, despite the fact that we haven't caught up and it will be our job as we go along to recognize that we may, even if we make some progress, be quite far behind some of the new research that's developing.

With respect to the syntactic aspects of language, there seemed to be some ideas that don't run counter to either traditional grammar or the grammar of structural linguistics or generative transformational grammar that suggests, in terms of what we know about children, some very delightful activities that we might engage in to enhance a child's understanding of the structure of language from still another point of view than we have commonly used. Instead of the study of language from the point of view of subjects and predicates and whether sentences are declarative, interrogative or one of the other kinds of sentences, it is possible to consider sentences from the point of view of what we know about the frequency with which sentences are used typically in language. It has been found, for example, that 4 or 5 kinds of sentences and their variations, make up the great bulk of sentences the typical person uses in his language. We used to know that kind of thing about vocabulary, the fact that it is much more common to use what we have learned about vocabulary and writing basal readers is an illustration, or spelling programs, than it is to use what we know about the sentence itself. We know, for example, we can find the 100 words which are most commonly used in writing; and the next 100 words most commonly used in writing by children, and we can do the same thing for reading and there is a very great similarity, as you would imagine, between these sets of words. But we now also know, for example, that the noun-verb-noun sentence pattern -- the one we sometimes call "something does something to something -- Tom broke the window" or "the engineers built the highway," and sentences in that form, and variations of those that still have the same essential structure of noun-verb-noun, that sentences like these can be handled in such a way that you do not need to call attention for a very long time to the noun-verb-noun names, but that you can play with some tactic structures like that in very interesting ways.

For example, one of the ways -- just to show you a progression, a kind of progression in handling that kind of sentence, is to have youngsters work with such a sentence by eliminating one of these words and asking children to repeat that sentence with good intonation, if you will, so that's kept in mind, substituting other words for any word which now is substituted by a frame. So we have, "Tom threw the ball" and we substitute for "ball" a frame, and we have children who generate sentences in which they put other words in that frame, so we elicit from the class now, "Tom threw the" and then somebody will, if you will, and we would suggest, say the entire sentence, substituting a word for "ball" and the teacher displays these on the board and you are beginning to get a feeling for patterning within a sentence, and this leads to substitution then for the word "threw," some other words. Not all words in our language can be put in that position and still end up with a sentence; and children can play with this orally and you can display these on the board, and pretty soon, you can eliminate 2 words and put frames around them and very soon, you have, "The frame -- the blank, blank" with an "ed" at the end of that blank, "the blank," and which children can, with only structural signals alone, generate sentences that fit into that kind of a frame -- beginning to get a feel for what you can do with the what -- not the what, but the how of language -- the structural system of language itself tells you what to generate. We haven't known how to do this with children. We used to do it by teaching them formal grammar in some way that didn't have anything to contribute to better writing or better reading or anything, according to all the research we have, and so these become new ways of approaching structure, but in a much more creative way. But we must get beyond that phase. All children use these sentences in their language, so a creative thing is not even generating sentences within these frames, but going further than that, in having the children appreciate how those sentences can be enriched and extended, by finding out what you can do before the word "the boy threw the ball" -- what kinds of words in English and longer units, are possible there, and we try various things, and you know, we will end up, even without using the language, with words, phrases and clauses that may fit in that first position; then between the word "the" and the first blank, which is a noun, what kind of words can we include in here? And we begin to get a feel for the elaboration of sentences that give us, as we explore other kinds of sentence patterns, with a very nice way, without being very rigid about it, of exploring all kinds of interesting patterns and their variations, with an emphasis not on learning noun-verb-noun at all. The emphasis is on exploring language to see what you can do with it -- the emphasis on writing sentences that say whatever it is you are trying to say. That is, you lead it down that path rather than the path of finally being able to say, "Well, now the children know what a noun-verb-noun sentence is." The emphasis could very easily be formalistic at the end, but it can almost as easily offer opportunities for the exploration of language.

I am suggesting now that in such an experience has in it, an example of the practical application of a teacher who looks at the research in language -- what we know about syntax and intonation now and what we know about learning -- the opportunity to elicit language, to work at the child's level, to offer the opportunity for success, to increase his meaning -- his meaningful attack on utterances and on structures within sentences, because he has to create sentences that mean something -- he is in the creating aspect of it now. Will this give him some insight into reading sentences when he's found out how to create them? Well, we have to learn a lot about that, but the elements seem to be right. We read the research in the two areas and it tells us this makes sense; this is the kind of approach that can be fun and that gives us a sense of structure, offers the opportunity for discovery -- all these things that we believe in learning have been proven. But it takes some creativity to think of these kinds of things and to decide how to weave them into a program.

And so it is, as you look at language research and at research in learning -- as teachers of reading and supervisors of reading, as principals, you have the opportunity of dreaming up new and creative ways and of re-examining and appreciating some of the traditional fine ways of providing good linguistic experience for children. Many opportunities have presented themselves to us by virtue of the new information, the scholarship available to us. At conferences like these, in your reading of journals, in the opportunity to explore personally, new textbooks and research in the field of language, we have this wonderful opportunity for the rest of our lives to continue to learn more and to find how these ideas might be applied in the teaching of reading.

As you can see, the opportunities apparently are endless. How long will it be before anyone of us knows everything there is to know about language? If you haven't even heard the words I mentioned before today -- some of them -- get to it. You might find it most exciting. They may reinforce what you know and they may give you some new ideas, but you've got to get to some place or another.

And I pull this together then, by reminding you that I was asked to speak on the theme -- in fact, I elected to, when they asked me what to talk about and told me "Developing the Mature Reader" was the theme, I said, "I'd like that to be my topic," because the emphasis was developing. Our job as teachers indicates that apparently we can play some role with respect to the kind of maturity that develops within a reader. We can actually do something which will help that process. If we didn't, why is there any need for teaching in the first place? We have to believe that. That's an assumption we make.

And I suggest that as we regard the mature reader as a person who, in some optimum way, depending on his uniqueness, has the power and the devotion to reading and the flexibility in reading, that certain approaches which we can use will make a difference in the possibility of this optimum development. The two I have proposed today were, first of all, "the teacher as the competent observer" -- the one, who because he knows language to a certain extent and certainly knows children, is able to decide on alternative courses of action when the standard fare is obviously wrong -- when children are frustrated or when there is a lack of comprehension, you don't need anybody else to tell you that it is not a bad mark for the child that is in order, but a re-examination of what you know about learning to find out why you are not getting through. Every time we put a mark down, which is a low mark, it might very well be a mark against ourselves, because we have not seen in this, the more important inference, namely, if the youngster did not understand it, maybe we did something wrong. If he is not highly motivated, what are we doing that might be wrong? At least, let's give a parallel mark -- half of the low mark is ours and half theirs. Let's at least share it, as a first step.

And secondly, in the afternoon, that we must all be scholars in a certain sense -- teacher scholars -- not linguists at all. We must know what linguists are saying in all aspects of language study so that we can have confirmation of what we are doing or so that questions can be posed that will give us a chance to re-examine our procedures and find ourselves on more solid ground with respect to language, but never in the process losing sight of what we have been taught and what we need to be reminded of occasionally, and that is about the nature of learning -- the learning process.

Maybe we ought to have -- I know I keep with me in the various kinds of things I do, whether I am teaching or whether I am writing books, articles, I keep a check list of learning theory -- some of these headlines that I have given to you and what we know about language so that as I do things, I can look back at these elements of structure to see if I have violated any of them, or if there are some that I might make better use of than I had before. Perhaps you will think of a better way of keeping in mind the things that we know and need to be kept in balance. In any event, I do believe, as you do, that we do have a very significant role; that we are learning to do it better all the time; that the teaching of reading in the future will be even more exciting than it has been in the past.

Pre-school & Primary Discussions

Mrs. Betsey Branigar
Special Education Teacher
Central School District 13J
Independence, Oregon

An I.T.A. Pilot Program

This pilot program in i/t/a began in September 1965. Final evaluation of the project will not be made until June 1969 when the subjects in the experimental and control groups will have completed the fourth grade.

The experimental group was taught by Mrs. Barbara Burelbach and was located in the Monmouth Elementary School. The control group was one of the three first grades at the Independence Elementary School and was taught by Mrs. Laurene Newton.

The physical make-up of the two groups was quite similar. The chronological age span as of September 1, 1965, was five years - ten months to six years - nine months, the median age being 6-3 for both groups. The i/t/a class was made up of nine boys and fifteen girls and the control group consisted of twelve boys and eleven girls.

The following group and individual tests were administered as part of the i/t/a project:

September, 1965 -- Metropolitan Readiness Test, Form R; Harcourt, Brace and World, Inc., New York. 1949 (Group test)

November, 1965 -- Peabody Picture Vocabulary Test, Form A; American Guidance Service, Inc., Minneapolis, Minnesota. 1959. (Individual)

March, 1966 -- Otis Quick-Scoring Mental Ability Test, Form As; Harcourt, Brace and World, Inc., New York. 1952. (Group)

May, 1966 -- Gilmore Oral Reading Test, Form A; Harcourt, Brace and World, Inc., New York. 1951. (Individual)

May, 1966 -- Twenty word dictated spelling test, not standardized. Constructed by Special Education teacher. Ten words with phonetic spelling, ten words non-phonetic spelling, taken from pre-primer and primer word lists. (Group test)

The Metropolitan Readiness Test was administered and scored by Mrs. Burelbach and Mrs. Newton, the regular classroom teachers. The other four tests were administered and scored by Mrs. Branigar, the Special Education teacher. It was felt that the tests would be more objective measures and that the results would be more valid for comparisons if the same individual did all of the formal testing.

The i/t/a group was definitely superior on the readiness test. The percentile of total readiness scores resulted in a median of 91 for the i/t/a group and 81 for the control group. Both groups were also above average in ability as measured by the Peabody and the Otis tests. The median mental age on the Peabody was 7-0 for the i/t/a and 6-10 for the control group. The median I.Q. on the Otis was 114 for the i/t/a class and 112 for the control group.

The Gilmore Reading Test resulted in grade-equivalent scores in two areas, Reading Accuracy and Reading Comprehension. The actual grade placement of both groups was 1.9. On the Reading Accuracy test there were only eleven children who scored below this level, five from the i/t/a group and six from the control group. In Reading Comprehension, twelve children fell below the 1.9 level, four from the i/t/a group and eight from the control class.

The kinds of errors made by the children varied somewhat. The i/t/a children made more errors of mispronunciation and repetition and those in the control group needed more words pronounced by the examiner. Both groups made about the same number of substitutions. For the most part, both groups of children read with fluency. Two children from the control group were definitely word-by-word readers and seven from the i/t/a class fell into this category.

In the spelling test the i/t/a group was stronger in phonetic spelling but much weaker in the non-phonetic spelling. In total spelling the control group was somewhat higher than the i/t/a group. There were some obvious differences in the quality of handwriting on the spelling test. The manuscript of the control group was much superior to that done by the i/t/a group in letter formation, slant, and alignment. The areas of spelling and handwriting were the only ones in which the i/t/a students were not superior to the control group.

The climate for learning was excellent in both classrooms. The children of both groups seemed relaxed, outgoing and truly interested in reading and other school activities. Both groups of children were acquainted with the examiners and were at ease in the various testing situations.

These tests are not the final answer in this study. It is too early to determine the true status of these readers. What happens to these children during the next year will be equally important in evaluating the first year's activities. They must continue to be challenged academically if they are to continue the rapid progress achieved in the first grade.

Reading tests will be administered to these children at the end of the second and third grades. In the fourth grade, they will be given an achievement test as well as a reading test. By this time the results of the study should be more clear-cut and some definite conclusions can be drawn concerning the relative merits of i/t/a and traditional reading instruction.

Mrs. Marilyn Bussey
Second Grade Teacher
Parkrove Shaver School
Portland, Oregon

Let's Make Reading a Fun Experience

Learning to read is probably the most important thing that can happen to the primary child. It will be the key that will unlock the door for him into other exciting facets of the primary program. At the primary level we, as teachers, find many children who show little enthusiasm for reading. It, then, becomes our task to make reading interesting and fun for these children. In order to do this, it is the responsibility of each teacher to provide maximum individual training for each child.

At Shaver School we feel we have successfuly formulated a program in which each child is receiving the maximum possible portion of the teacher's individual instruction time, even though we are involved in a basic reading program. In our building we have three second grade rooms. At the beginning of the school year the second grade teachers took a survey of the reading ability of all of the children. The surveys of each room were compared and combined room groups were set up. The survey revealed four basic groups -- high readers, high-average readers, low-average readers and low readers. Each teacher received two groups of children. One was a selection of children from the high reading group, who were observed to be good independent workers. Her second group was a group of children who needed a great deal of individual instruction. With an hour's time each day set aside for reading, and only two groups, reading became the highlight of the day.

One problem in any reading program is that of keeping the interest high and making reading an enjoyable time each day. There are a number of things that can be done to accomplish this.

Phonics is an important part of every primary reading program and requires a certain amount of drill. But, phonics can be more fun for children if you supplement drill with games. There are a number of games you can make for your own room that will help make your reading program more inviting for children. With a sheet of pegboard you can create a phonics board for your classroom. Beginning blends can be placed on a peg with corresponding pictures. The child's job is to place the picture with the right beginning blend sound. There are, of course, many variations you can use your board for.

Phonics on shoestrings is fun and exciting to primary children. Shoestring games have the advantage of boosting the learning process, of being easy to make and to play with, and of staying together until they are checked for accuracy by the teacher.

Cut tagboard into 3-inch by 6-inch strips and 3-inch squares. Draw or paste a small picture that begins with a consonant in the upper right-hand corner of each strip. Write the name of the picture, omitting the first letter, in the lower left-hand corner. Punch holes in the upper left-hand corners, reinforce on the back, cut one shoestring in half, knot the end and pull through the hole from the back. Write initial consonants on the 3-inch square cards, punch a hole in the upper right-hand corner and reinforce on the back. Children finish the words by attaching the correct initial consonant cards to the shoestrings. This, too, has many variations.

Do you enjoy T. V. ? So do your children. Let the members of your class cut their own reading T. V. from cardboard boxes. When they finish you can put on a channel selector and make corresponding shoe boxes with each channel number.

In the boxes put their latest reading vocabulary. In their spare time let a group use the T. V. A child chooses a channel and another child finds and shows the corresponding box of words through the face of the T. V. When a child can say each word found in the box, he becomes the channel master.

Make word games utilizing beginning blends, ending sounds, etc. Children enjoy word bingos and beginning sound bingos. Teach number words and color words by putting a corresponding number of beads below the number word and a corresponding colored bead below the color word.

Don't forget to include the fishing game in your room. Children can make the fish for you. Put reading vocabulary or Dolch words on each fish. Insert paper clips at the end of each fish nose and put them into a box to be fished out by a magnetic fishing pole and pronounced aloud for others.

Provide a box for children in which to collect pictures and words such as animal words, food words, etc. Put their words on cards with corresponding pictures to be used for words they need in reading or writing. Make up picture cards of words they will need and want to use on special holidays, such as Christmas words, etc.

A wall dictionary is useful and fun. Obtain a list of words the children will use most often. Put these words on library book pockets and mount the pockets on a chart. Insert two slips of paper into each pocket with the corresponding word printed on it. Number each pocket. Any time the child needs a word you can direct him to the word by giving him the number of the pocket containing that word. He may then take the word slip to his seat, use it, and return it to the correct pocket.

Big books that the whole class can enjoy at one time are centers of interest in any classroom. Large sheets of colored butcher paper can be folded in accordian fashion and used to mount original stories for children to enjoy in their extra time. Books that utilize the skills of alphabetizing can be made by children. Picture dictionaries are fun to make and easy to use, and children can choose words from their reading vocabulary to illustrate their booklets. Children can make illustrated booklets showing consonant sounds (blends, short and long vowels). They search for words in their readers, draw pictures, or paste magazine pictures with the words for illustrations. Provide a box with a pocket for each child to place his original stories to be read by others during the day's activities. Work for expression with children by using a tape recorder. They enjoy it. They like to hear their voices repeated, and it inspires them to do a better job.

These are only a few of the things you can try. There are many exciting ways to make reading fun. It's up to you to be resourceful and creative in making reading a highlight in every child's day.

Mrs. Zola Dunbar
First Grade Teacher
Raleigh Hills School
Beaverton, Oregon

The Language Experience Approach to Reading

The Language-Experience approach to reading is using the ideas and words of each child as the basis for beginning reading, as well as continuing to use pupils' materials as their reading skills increase. Reading is considered another part of the total language experience of thinking, listening, speaking and writing.

Each child comes to school with varied experiences. In using this approach these variances are appreciated and utilized. As each one tells his story in words or pictures, it is more than individualized -- it is personalized. Although, a single child's story is being considered, there is in it a vocabulary common to many children and these children are the first to notice this repetition of words. From the children's stories dictated to the teacher come the basic sight vocabulary, word analysis, phonetic skills and what we call reading readiness skills such as sequence and left-to-right movements. These basic skills have real meaning and purpose for the individual child because he is actively participating. All children want to learn if they are given the environment, physical and mental, in which there is freedom and time to learn.

From the first day of school the ideas of each child are encouraged and accepted. Through speaking and writing, with pictures and words, he can share his ideas and experiences with others. Through listening and reading he can share ideas and experiences from others. His first decision is to decide what picture he will paint or what story he will tell. As he dictates stories to go with his pictures, he sees his own words being used and realizes that what he thinks and says is important. From this beginning he will choose other pupil-made books and finally books from regular publishers. This act of choosing a book does not happen at once and by accident. The preceding weeks have given him an opportunity to make choices which have carried both privileges and responsibilities. His decisions have been respected. His dignity and worth as a human being have been recognized.

In order to develop this freedom and responsibility there are certain musts on the part of the teacher. First of all, she must firmly believe in what she is doing. The program is too demanding and the path too lonely to survive merely because someone tells you to do it or you want to get on the latest bandwagon. What other people think is not important. How you feel about boys and girls is most important!

The next must is the belief that all children want to learn. Each one has his unique way of learning. The desire and curiosity are there unless he has failed so often that it is easier to quit than to fail again -- he wants to learn and is waiting only for the barriers to be removed.

Another must is the acceptance of the idea that learning can take place with children not all doing the same thing at the same time. As children have different needs and interests at different times, so will they be helped in different ways at the same time.

The next must I would call "ego insurance." If we truly accept the children's ideas, the teacher must be prepared to have her own thinking questioned and her plans altered.

In these days of "cram and carry," it would seem like heresy to many to suggest that the child is more important than either subject matter or books. But what good is an accumulation of facts if the individual is pressured into mental illness or a revolt against society? If the child's self-concept is positive he will gain the knowledge that is necessary for his success.

In a more tangible aspect, cooperation is a must -- cooperation of parents and principal. For parents to be cooperative they need to be informed. This can be accomplished through group conferences, newsletters and a sincere invitation to visit the classroom. In order to provide communication with the parents, the principal's cooperation is vital. In addition, he contributes to the program by obtaining materials and providing an environment where there is "freedom to teach," and by giving full support to the teacher.

The final must is to be both patient and prepared. One must be patient with those children who may take weeks to express an idea or make observable progress. One must be prepared for the many thrilling experiences of seeing a child hold his head somewhat higher, reaching just a little further, or smiling just a little broader.

There remains a wide range of differences. The Language-Experience approach does not make all pupils superior readers -- but the more able ones are not limited in their opportunities to advance, nor are the slower ones frustrated by undue pressures and unrealistic goals. This type of program is easily and continuously modified and changed to fit the needs of each class of children. Only as the program is kept alive can it fulfill its purpose.

Just as the Language-Experience approach has been described as "not a method but rather a way of working with children," so is the evaluation not a test score but rather a feeling of change in attitudes toward self which frees the child to learn.

Mrs. Ava Edmonds
Second Grade Teacher
Rockwood Alder School
Portland, Oregon

The New ERA in Reading*

Self-Appraisal Guide for the Reading Method

1. Does it meet individual needs of all?
    - --challenges
    - --builds confidence
    - --encourages
2. Does it teach reading skills?
    - --incidentally as need arises
    - --systematically
3. Does it relate to child's experience?
    - --goes from known to unknown
    - --causes them to think
    - --carries over to other subjects
4. Does it cause children to read voluntarily outside class?
    - --available supplementary material
    - --library books (self-selection)
5. Does it leave teacher and pupil with a happy sense of accomplishment?
    - --lack of frustration
    - --lack of tiredness
    - --lack of tension

-- Yes --

Overall Problem

A teacher's chief concern and responsibility is to discern and meet the needs of each pupil:

-- to help each child express himself positively.

-- to meet varying needs by providing many avenues of learning by way of a wide variety of methods and materials.

-- to provide an atmosphere conducive to some success for everyone and relaxed good-will for all.

-- to challenge each child to his ultimate potential.

---

* (Edmonds Reading Approach)

Immediate Problems

Inadequacy of grouping:

Any school or teacher who accepts the philosophy of providing for individual needs can no longer set up three or four reading groups in which about the only differentiation is that of speed in covering the material.

Kathleen B. Hester* aptly expresses my firm belief: "Fast, average, and slow groupings take care of differences by means of acceleration only. It implies that every child has the same needs and that the difference is merely in how slowly or how rapidly the material is covered. Yet research studies tell us that various children have different needs."

"It is my duty to recognize the varying needs of the children in my room and pace each pattern of growth by supplying materials in accordance with the needs and interests of each child. Fixed grouping was inadequate and frustrating."

Grouping killed interest:

Children's reading interests definitely reflect their experiential background and psychological maturity. If there is no interest, my problem is to inspire and motivate that interest. This is impossible with four groups and one set of readers to which the students have all been exposed.

Reading potential problem:

Recognizing that "the same factors or forces that are preventing him from reading may also be depressing his intelligence test scores," how can I gain clues to a child's potential ability if he is always kept in the slow group and never exposed to others of more positive ability -- or if the basic causes for his non-reading are not discovered and resolved? So ---

Grouping was unsatisfactory as it resulted in:

1. Slow ones remaining slow.
2. Stigma of being in low group, always defeated.
3. Low grades, poor rapport at home, emotional problems.
4. Lack of love for reading and hatred for school and teacher.
5. Teacher always feeling frustrated for lack of time.

Hypothesis

The two essential factors to family happiness, acceptance and achievement, are also necessary for happiness at school. Every child wants to be

accepted by classmates, teacher, and parents without any stigma!
Every child wants some degree of success every day!

Springboard

Teachers everywhere present math, social studies, the sciences, and fine arts to the entire room of pupils -- why not reading?

I first considered the slow learner

1. He must feel he is achieving--sharing something.
2. He must discover he can do things he did not know he could.
3. He must be encouraged to try new things.
4. He can be led to experience success through others as well as his own efforts.
5. Will not this produce self-confidence? growth? happiness? learning?

I then considered the average learner and the advanced learner -- they too must have all five.

Conclusion:

If any subject could be presented to an entire group at one time, reading certainly could and it had many more ways to take care of individual differences.

Considerations

--Planning the day with the children is a must.
--Know my long range goals
--Know immediate goals
--Preparation is a must

Procedure

A. Directed Instructional Level Activities:
   1. Clearing vocabulary difficulties
      --Finding phrases which contain difficult words
      --Phrase drill competition game
      --Developing new words from the phonetic approach -- similarities, substitution

2. Creating a purpose for reading:
   - --Curiosity
   - --Thought questions - 2 or 3 to arouse interest
   - --To prove something
   - --To share feelings
3. Silent reading
   - --Challenge to fast ones: write a question for others to answer, or make up a riddle about something in the story.
4. Reading orally for enjoyment --
   - --dramatization
   - --"all aboard" -- "buckle your seat belts"

B. Guided enrichment level activities:

1. Workbook follow-up
2. Phrase game - "hunting squirrels" "Playing teacher" (using flashcards)
3. "My Reading"
4. Art originality (sequence pictures)
5. Quiet, happy reading table
6. Library reading (special)

C. Taking care of differences in

--Reading Ability
--Reading Interests
--Reading Potentials

1. Through the Language-Experience approach:
   - --personal experience charts
   - --creative writing: own poems, jingles, stories
   - --creative art: sequence booklets
   - --chart autobiographies
   - --riddles
   - --morning news
   - --read and do fun
   - --"Who am I?"
   - --"I wish ---------".
   - --dictation of sentences or short stories
   - --describe "My Best Friend"
   - --a monthly newspaper (for later in the year)
   - --our silent, happy table - (everything from coloring to cross-word puzzles)
2. Social Studies Approach:
   - --invite fathers to visit and tell about work
   - --use Weekly Readers as springboard to interests
   - --experiential reading activities

My Reading

The story I read is ______________________________.

Who is in the story? ______________________________.

What did they do? ______________________________.

Words that gave me trouble: ______________________________.

My name is ______________________________.

Resources

1. Approved supplementary sets (prefer those new to children)
    --pre-primers
    --primers
    --first grade sets
2. Adopted basic reader after the first six weeks
3. E.D.L. Machine - using grade one stories and tests
    - machine settings at 15, 20, and 25
4. Experience charts as occasion arises
5. Film strips and films
6. Autobiographies in alphabetical order
    --one chart per pupil--added to later
7. Library books
    --individual desk records at first
    --simplified book inventory
8. Reader's Digest
    --Part One - suggest Oct., Nov., Dec.
    --Part Two - suggest Jan., Feb., Mar.
9. Individualized Progress Records
    --easy supplementary material
    --Weekly Reader individual tests
    --E.D.L. progress
10. Weekly Readers - we read it together until Christmas
11. Games, Puzzles, etc.

Results - Achievements

1. Frustration eliminated for both teacher and pupil
2. Less confusion in the room
3. Better study habits developed painlessly
4. Closer supervision possible
5. More encouragement to expressive oral reading
6. Repetitions avoided
7. Self-confidence and interest abounds
8. More time for talking to child about his work individually
9. No stigma to belong to "slow group"
10. Acceptance -- success -- confidence -- happiness attained by all.

Reading for Fun Inventory

My name is ____ age __________

Grade ________________________ Date ________________

Title (name of story) ____

Author (who wrote the story) ________________________________

Illustrator (who drew the pictures) ____________________________

Could the story really have happened? yes no

Which characacter did you like best? ____________________________

Was the story

funny
sad
dull

exciting
instructive
just interesting

What is the story about? ______________________________________

____

Did you read the story by yourself? _______________ Have help? __________

Was the story easy to read? ________________ Difficult to read? __________

Would you like to read the story again sometime? _____________________

Can you ask a question about the story for someone to answer?

Ask it here. ____

____

Who listened to you at home? ___________________________________

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Portland, Oregon

Pre-School Table Toys as Reading Readiness Contributors

Too often reading readiness emphasizes getting the child ready for the next maturational step and is geared toward his future educational needs. Let us here consider a more pertinent emphasis -- namely, that the best preparation for the next stage is to help the child live as fully as possible in the present one. We focus, then, on the child's present interests and abilities and on his present educational needs.

Table toys meet the present needs of the pre-school child by allowing him

to manipulate, put together and take apart
to experiment, use his imagination, try out
to learn about his environment
to gain a sense of competency and achievement -- "I can do"
to work at his own level and at his own speed

Certainly, success in these areas will help him to develop readiness for more challenging experiences.

More specifically, table toys help the child "to learn how to learn" by

building up work habits of concentration, completion of tasks and caring for materials
refining perceptual discrimination of shapes, sizes, colors, textures, sounds
enlarging vocabulary and funds of information
formulating concepts through labeling and classifying
developing problem-solving skills.

Our table toy set-up provides for a distinct area, physically set apart from the rest of the school room. Toys are available on low shelves in either baskets or trays, with adequate space and comfortable chairs for their use. Most important --without which the values in such play are not fully realized -- we have a teacher to guide the children's play. The importance of teacher guidance, while not a major issue of this presentation, is inherent within the basic philosophy of pre-school education.

The toys are first used by the child in unstructured and imaginative play. He explores and gets to know them in his own way until the teacher feels he is ready to have the learning situation extended for him. Then, through individualized verbalizations, encouragement and approval, she may suggest structured uses of the toys, giving information and bringing in related activities and materials.

In conclusion, while the teacher is helping the child use table toys, he is

having fun
acquiring skills
developing work habits
gaining information
listening for explanations and instructions

In short, he is getting ready to read.

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How Kindergarten Contributes to Reading Readiness

Reading skills in early childhood evolve from the first forms of language, principally speaking and listening. Reading involves the same vocabulary, the same sentence patterns, the same thought processes as those used in speaking and listening, the only difference being that the child listens as an author speaks to him through reading symbols. Whatever is done in Kindergarten to promote vocabulary enrichment, correct English usage, fluency in speaking and good listening ability will contribute to reading.

Language functions throughout the Kindergarten day. As the children enter the room, conversation begins -- it continues as they remove their wraps, select materials for work and play, and as they continue working and playing throughout the day. Five-year old children are able to listen to each other and react to the thinking of others. Periods are set aside for talking and planning together, sharing interests from the home and community, and discussing work that is being done by groups and individuals.

Children, like adults, draw upon past experiences for their conversation. Quite often it is about pets, excursions, holidays, seasons, birthdays or some other past experience. Most often the subject matter for conversation comes from the children, but, if none is offered or if talk degenerates, the teacher is ready to introduce new material.

Story and poetry time is another part of the daily program. Children are encouraged to select material from the library table for the teacher to read. Dramatization of folk stories or stories from real experiences give children opportunities for imaginative thinking yet little need for properties is required. Making up original stories lends an excellent opportunity for increasing vocabulary and expanding sentences.

Experience and knowledge which fall into the social studies and science realms are part of Kindergarten. Children are keenly interested in everything in their environment. They bring in quantities of nature material. Just a walk around the school will produce some sort of nature interest, while also offering an opportunity for a discussion about safety rules for crossing streets. Many planned and incidental experiences afford new vocabulary and new materials to think and talk about.

Kindergarten introduces the child to many forms of language experience which will be carried forth to higher levels of independence in the elementary school. He learns to speak freely and to listen when others speak. He learns to contribute clear ideas. His interest in books and stories is extended so that he will wish to learn to read for himself at a later time. He learns to dictate stories, notes and letters for someone else to write down. He learns to seek information through questions, observing, experimenting and other ways, in order to satisfy his desire for knowledge. He learns to use language with people.

Reading is more than recognizing words. It is associating meaning with the word symbols on the page. Five-year olds have not had enough experience to build the necessary background for this association. A Kindergarten year filled with rich opportunities for language development plus varied experiences is far better preparation for success in reading than premature exposure to the reading process itself.

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Economic Understandings for Primary Children

Using charts, graphs and classroom work produced by my last year's third grade class, I will attempt to demonstrate the teaching of several economic concepts and, at the same time, to show how to correlate these concepts with the social studies and language arts.

The first objective is to develop the understanding that economic wants are our wants for goods and services. This objective is presented in correlation with the social studies objective of developing the understanding of what makes a community. The first activity suggested is the construction of a table model of the community and placing an imaginary family on the table map. The question is then asked, "What will our family need to live in this community?" The discussion brings out the difference between the terms needs and wants and develops the understanding of basic needs. A cooperative chart story is begun about the family (which the children have named) and their basic needs.

The next activity is a community walk to observe the kinds and locations of buildings that supply the family's needs and wants. These buildings are then constructed and placed on the community model and the class adds to the chart story, relating the buildings needed in the community to the needs and wants of the family. The teacher then asks, "What do these buildings have inside that the family can use?" As the children respond, the definition of the terms goods and services is brought out by the teacher, who stresses that things we can touch, feel, or hold in our hands are goods and that the things we need inside the buildings that we cannot touch, feel, or hold in our hands (such as a haircut, an education, etc.) are called services. The teacher then tells the children that when they use these goods and services they are consumers. A concomitant objective here is that all over the world all families are consumers. Everyone is wearing out or using up food, clothing, houses and many other things. The children then draw pictures of the goods and services in the community stores and label them. They are asked to draw a picture of a consumer in the process of consuming and to tell or write a story about their picture. Again the children add to their chart story, telling about the goods and services available in the community stores.

The next step is to see that a community needs producers of goods and services. The teacher asks the children, "What does the community need to get the goods and services inside the stores to the community family (workers)?" It then becomes necessary to build more homes for the workers who will live in the community and place them on the community model. The children also add this information to their chart story and, from here, the teacher goes on to develop the understandings of the terms producer, producer of goods, and producer of services. The teacher stresses that people who make useful things are producers of goods and that people who do useful work are producers of services. The children then draw a producer of goods and a producer of services and tell or write stories about their pictures. It is important that children realize that people who perform services are just as important and necessary as people who produce goods.

Through my presentation I hope I have shown the value of the study of economics for primary children and that it is, indeed, the heart of the social studies curriculum and can easily be correlated with the language arts and other subjects.

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Perceptual-Motor Development and School Readiness

Kindergarten is the place where a child is groomed and prepared for the school life which normally starts at six years of age and continues for as long as it is profitable for him. It has been said that school is preparation for life, but since it takes up so many hours and days of such vastly important years, let us say instead that school is life. We hope for the good life. We hear much about school readiness and reading readiness, but as we used to say in the old game, "ready or not you'll soon be caught." So it goes with our valiant five-year olds. Much more is expected academically from them now than was expected even a few years ago. However, as newborn babies they entered this complex world no better prepared than were their grandfathers or their great grandfathers a thousand times removed. Only their chances of survival are better.

Usually we think of school readiness in terms of social development only. We endeavor to broaden the child's knowledge of the world around him and to increase his communication skills. This is good. However, we do find children who seem adept in social relationships, who have had many and varied experiences and who are perhaps quite verbal indeed, having great difficulty learning to read and write. These children may score average or well above on an individual intelligence test. If they are allowed to experience failure in school, they will begin to fall into one of three categories. They may become openly aggressive, quietly withdrawn or become the class show-off. Often the symptom is thought to be the cause of failure rather than the result of failure. The symptom may be treated rather than the cause. Let us consider a possible cause of school failure.

Time and space are two abstractions that the young child must learn to understand, now, at this time and here, in this place. Time is most bewildering. A child may be told in no uncertain terms to hurry or to wait. We promise things later on or say some event will happen soon, and as far as the child is concerned until he sees results, later and soon are both frustrating. Man is vitally concerned with space, and the child must learn to handle the space around him. He must see his relationship to the physical world around him. He must learn to cope with gravity, laterality, directionality, balance and distance.

Many children with learning problems have never learned to monitor their on-going movement activity. The movement of these children tend to be explosive, awkward and misdirected. A child must realize how he fits into space--and time. He must learn about his body schema. Until he know that when he stands erect with his arms extended he resembles a T formation, he will have trouble drawing a T and certainly will be unable to distinguish that symbol from any other. Until a child sees roundness and sees corners, he is unable to draw those shapes. Now he needs not to see a picture of these shapes, but to truly experience the feeling of these shapes and his body in relationship to shapes. Until a child has developed a feeling for left and right that is a keen sense of balance, there is not a difference between the letters 'b' and 'd' since the only difference there is between these letters is direction.

While we are expecting more of our children academically than was previously expected, the preschool child is very apt to have less experience with the physical world than did the child of a generation ago. He may well have had little experience with depth if he has been exposed only to concrete surfaces and carpeted or linoleum floors. In our busy world, who has time for mud pies, for lots of lovely sand to play in and to sift? Time to bury toes in the sand and wriggle them out? Time to measure with the eye the flight of a bird from a post up to a tree and down to the ground? Time to see crops grow tall, taller, tallest? Time and place to experience depth, swinging, sliding and even running free and far?

A child without these experiences lacks depth perception and form perception. Anticipating these lacks, we must in kindergarten give ample opportunity for much experience of this kind. If a child has lacked severely in opportunity for such expression, he will need encouragement and direction to accomplish even relatively simple feats. Kindergartens have always had many or all of the activities which we have demonstrated, but we must see that each child participates and learns to handle his own body in relationship to his surroundings. With a walking board, sandbox, fingerpaints, chalkboard, balls, swings, tumbling mats, boxes, cans, barrels, clothes pins, material, and things, things, things, we hope to give the child much experience with space and time. To learn balance, directionality, laterality, depth, form, and how to deal with gravity, he has to learn to measure with his eye as well as with his arms. He must be very adept at form before he will be successful at the manipulation of symbols which we so lightly call reading and writing.

Demonstration with six kindergarten children followed.

Kephart, N.C. The Slow Learner In The Classroom - Columbus, Ohio
Merrill, 1960

Intermediate Grades

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Creative Reading

A discussion of materials and activities for developing creative reading ability. A brief explanation of Portland's use of literature packets; an introduction of "Book Bait," a pupil/teacher evaluated collection of paperback books; and suggestions for creative self-expression through art, speech, and writing. Emphasis will be placed on capturing the interest of the reluctant reader.

CREATIVE READING

Every child is at least potentially creative. Many children create as a natural form of expression, but most need assistance or stimulation to be creative. Unfortunately, in today's environment of ready-made games and preplanned entertainment, many children are not required to create, which places them in the group that needs assistance or stimulation. Creativity is generally thought of in terms of the aesthetic arts; music, dance, drawing, sculpture, and drama. Is there room for creativity in a skill area such as reading?

Before we attempt to answer this question, it may be advisable to emphasize the importance of creativity. Creative activities provide for release of frustrations and tensions. Creative experiences enrich life by opening new avenues of enjoyment. Such experiences help us communicate more freely and effectively. Creativity, being highly personal, gives us, as educators, the opportunity to observe in children one of our highest goals for them -- the attainment of self realization and the feeling of personal worth.

In order to best assist children in creativeness, the teacher himself must be creative. The teacher must look for and be able to recognize possible creative situations and must be able to recognize the creative potential in his pupils. More important, he must know better than to impose personal ideas on his pupils. The more personal experiences he has had in creative activities, the better prepared he is to help children create their own activities. He should have experiences with writing stories, poems and drama. His reading should be wide.

The best atmosphere for creativity is more difficult to define. There is, however, a general feeling of permissiveness. More important, there is an indescribable but noticeable feeling of appreciation for both the efforts that are successful and the ideas behind the efforts that do not quite come off. A permissive atmosphere is not lacking in discipline -- vital to the maintenance of the atmosphere itself is that discipline be of the highest caliber. This is the discipline that does not come from the strictness of the teacher. It is the discipline that comes from self respect brought about by a feeling of personal worth.

Children at any age need an atmosphere that permits them to progress in their own ways and at their own speeds. When a period of comfortable and rewarding familiarization has given the printed word time to become a friend, the alert teacher then steps in to offer the experiences that make reading truly rewarding. It is not enough, however, to simply maintain a permissive and appreciative atmosphere. Little takes place without the full participation of the teacher himself. The creative teacher, along with his personal creative experiences, must be widely read in the literature appropriate to his grade level. He must then share his delight with his pupils. There are many ways of doing this, and we will discuss some of them later.

Mauree Applegate, in her book, Easy in English,(1) implies -- believably -- that the method of teaching reading effectively does not lie in "gimmicks" such as individual reading and homogeneous grouping. Rather, she states that the successful teaching of reading depends upon hard work and enthusiasm from the teacher.

The impression that children should not be made to reach, that is to struggle to grasp new ideas, may have been made by what has been said so far. However, a great deal of satisfaction through accomplishment comes from stretching a bit. Why deny this satisfaction to our pupils? The alert teacher will challenge even the pupil who has not gone beyond the Nancy Drew or Hardy Boys stage by discussing and reading material of a higher quality. Even the most reluctant reader will listen to literature -- that is, if he is used to having it read to him. The only danger in this is in getting a slow starter so interested in better literature that he will want to read it for himself before he is ready. There is nothing wrong with raising a pupil's goals. When he is truly interested in the rewards of reading, he will do more for himself than any teacher can do for him. The thing to remember is that children who hear an adult read to them with enthusiasm and obvious pleasure soon learn to enjoy books.

Many of the best books would remain unused if children were to be allowed the time to choose for themselves. These books need to be introduced, and their merit explained. If a child still rejects such books, it may or may not be his loss. We never really know just how long the seeds of the ideas we plant need to germinate before they take root in children's minds. It is rewarding to have former pupils return long enough to borrow a book, the title of which has been forgotten, or to ask the name of a poem they remember having been read to them. How can we think books are rejected because of what seems to be a negative reaction when, in fact, the book lives on? I do not remember where I read it, but I shall never forget that "Tastes grow upon what they are fed. Feed them well, and feed them frequently."

The Language Arts Department of the Portland Public Schools offers a literature program (2) designed, among other things, to stimulate interest in reading by providing a balanced diet of the best in literature at all grade levels, for all pupils. Portland teachers may order three literature packets of twelve books each. The contents of the packets are organized into collections of folk literature, fiction, classics and books to remember, poetry, biography, and collections of short stories and plays.

The time spent on literature is considered to be an important and necessary part of the reading program for each pupil. Each literature packet contributes in its own way to the reading development of children, but more important, each contributes to an understanding of and an acquaintance with the best in good books at various levels of reading difficulty. The aim of our schools in providing for this understanding and acquaintance is, of course, the development of an appreciation of books and a realization of the rewards of reading.

A new Portland project indicates promising results. This is the Advanced Individual Developmental Sequence, or AIDS program for the disadvantaged which was made possible by federal funds under Public Law 89-10.(3) One part, but a very important part, of the project was the collection of materials to help further interest in reading. Nine teachers were released from teaching duties for half a day to work on the project, from February to June, 1966. The project was supervised by Elsie

May Cimino, Assistant Supervisor of Language Arts, Lillian Mosher, Elementary Supervisor, and Marian Zollinger, Supervisor of Language Arts.

It was the conviction of this committee that the disadvantaged are often impoverished in language experiences and that growth in language is to a large degree an initiative process based upon experience. This conviction led to the development of lessons which approach learning through listening and speaking. The language arts overlap to a great extent, but they are distinguishable. Many of the lessons aimed at developing reading interests began with listening to teacher and child prepared tapes of literature that were included with a lesson plan recommending ways of developing them that had proved successful to the committee in, at least, the experimental stage.

In addition to these and other lessons, the committee selected a large number of paperback books which were purchased for the nine schools involved in the project. Before purchase, each book was read by one of the committee and at least one child, with recommendation for purchase. The paperback was selected in spite of its lack of durability because of its low cost and its appeal to children. The collection is not to be considered a reading program -- many of the books are not even of literary quality. The books were selected to provide a source of independent reading lure. Their introduction to children is intended to be casual, and their use informal. It is the hope of the committee that they live up to their name, "Book Bait." It is also the hope of the committee that the interest of children in reading will be increased by their use. The primary aim of the committee is that the children who are hooked on the bait will be guided by their teachers, within the framework of the interest they show by the books they choose to read, to discover and read even better books on similar themes.

There are many ways of bringing books and children together. Most of my favorites are given in a Portland curriculum publication, LA 70, Hints on Teaching Literature.(4) This publication contains more information and ideas in its thirty pages than any other publication with which I am familiar. It contains ideas and information on introducing books; making books mean more; discussing characters, language, and setting; oral reading; improving taste; using literature packets; poetry; creative expression; and more. Another source I have found to be excellent for information and ideas is Mauree Applegate's Easy in English. A few suggestions from these and other sources follow.

Some ways of arousing interest in books:

1. Display them.
2. Have children recommend them.
3. Hold the book up in front of the class.
4. Let children choose books from a list of titles.
5. Tell a story from a book.
6. Play a recording.
7. Read a paragraph or a chapter.
8. Tell an anecdote about a book.
9. When the style is difficult or old-fashioned, read several chapters and thoroughly discuss them.
10. Allow some time for unplanned activities.

Some ways to improve reading tastes:

1. Compare two or more books having a similar setting.
2. Compare two books with the same problem.
3. Discuss two books with similar characters.
4. Read more than one story in a similar setting.
5. Choose a favorite book giving reasons.

Some ways to catch the interest of the reader with low ability:

1. Have him prepare a primary story to read to a primary group.
2. Have him write a story for a primary group -- let him illustrate it.
3. Have him construct and write a book for a primary group.
4. These could be "talking books" on tape.
5. A primary group could make a field trip to an upper grade room that is prepared to entertain them with stories.

Some ways to interpret literature:

1. Write a story suggested by a title before reading -- then compare stories.
2. Write an interview with the author.
3. Write a letter to the author from a character with a complaint.
4. Really write a letter to a living author.
5. Write to a friend and tell him why he would enjoy reading a particular book.
6. Write a different ending.
7. Write an explanation of a favorite sentence.
8. These could be done on tape.
9. Share compositions and tapes with other classes, schools.
10. Any idea here is better than a "book report."

To define creative reading is as difficult as it is to define creativity itself. Both are subject to connotation and personal interpretation. Generally, however, it is the "comprehension-plus" that results when the teacher, the atmosphere, the materials, and the methods have combined to develop the self-assurance that comes from confidence. The secure reader brings his confidence to a book, making it possible for him to transcend the literal meaning of a passage. He adds his past experience and his thinking ability to make the reading of a book a rich and rewarding personal experience. As Proust said, "Every reader reads himself." To the creative reader, the book is merely the written matter that stimulates excitement, enjoyment of beauty, and understanding of ideas, self, and others.

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Non-Graded Language Arts Program

The basic principle underlying our school-wide program for instruction in the language arts is that reading, writing, speaking, and listening can most profitably be taught through stressing their relationships. Therefore, we have combined reading, language, and spelling classes in a program which emphasizes the total structure of the communication skills and stresses individual pupil involvement and growth.

Organization for the Intermediate Grades:

Approximately 42 minutes, reading)
20 minutes, spelling) 1 hour, 32 minutes
30 minutes, language)

All 4th, 5th and 6th grade classes are combined for language arts and are re-grouped across grade lines in order to reduce the range of reading ability in any one class. The basic for grouping is the standardized reading achievement test, modified by teacher judgment. Instruction ranges in degree of difficulty from third through seventh grade. Classes are smaller at both extremes of the range to meet the needs of the exceptionally able and those requiring remedial work. No fourth grade students are involved in the advanced class.

All reading and language texts are stored in a central pool to be checked out when needed. Because of the number of levels of instruction, several series of graded readers are required, with appropriate SRA Reading Labs. Language and spelling texts adopted by the school district are used as reference materials.

Each student is required to maintain two spiral notebooks: one exclusively for daily writing, the other for recording his individualized spelling list. From the daily writing, done in class, both spelling words and language lessons are drawn, To meet instructional requirements, as set out in adopted texts and curriculum guides, the teacher supplies additional spelling words, or rules, and language lessons at his discretion.

At no time is the grouping final or rigid, since one of its chief advantages lies in its flexibility. If a student is having difficulty or shows signs of readiness to advance, he can easily and quickly be moved to a more suitable group. The program is keyed to individual ability and growth throughout its structure as well as within each classroom group.

SUPPLEMENTARY BOOKS AVAILABLE TO TEACHERS

Applegate, Mauree	The First Book of Language Helping Children Write Freeing Children to Write *Easy in English	Franklin Watts, Inc. Row, Peterson Harper and Row Row, Peterson
Arbuthnot, May Hill	*The Arbuthnot Anthology of Children's Literature	Scott, Foresman
Clymer, Eleanor	*Arrow Book of Funny Poems	Scholastic Book Services (paperback)
Epstein, Sam and Beryl	*What's Behind the Word?	Scholastic Book Services (paperback)
Lindquist and Wachner	General Language	Holt, Rinehart & Winston
Summer Curriculum Committees	*On to Better Writing (Guide for Written Expression)	Milwaukie School District #1
	*A Collection of Children's Writings	Milwaukie School District #1
	*Skills for Skulls (Games to Stimulate Learning)	Milwaukie School District #1
Funnest Thing	*Writing is the Funniest Thing	Milwaukie School District #1
Tacoma Public Schools Tacoma, Washington	*Let's All Teach Spelling	
Walter, Nina Wills	Let Them Write Poetry	Holt, Rinehart & Winston
Warriner, John E.	*English Grammar and Composition	Harcourt, Brace

* indicates one copy for each teacher at appropriate level

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Preparing Children for Using the School Library

The classroom use of the school library should be well planned even though much of the planning is for browsing time. The library period may be divided into three parts -- 5-10 minutes for "games" demonstrating the use of the library, 25 minutes for browsing, and the remaining few minutes for getting ready to leave. This last includes glancing around to see that the room is neat and orderly. Respect for the library situation helps pupils in their appreciation of what has been provided.

Pupils are more aware of the meaning of the numbering system if it is explained as a thread of growth. Many people do not realize that Dr. Dewey planned his numbering system to show the advancement of Man. With the beginning 100 and on through the decimal system the progress is:

1. Man thought.
2. Man thought about God.
3. Man thought about his neighbors.
4. Man talked with his neighbors.
5. Man discovered the world around him.
6. Man made useful things.
7. Man made beautiful things.
8. Man wrote.
9. Man made records of travels, people and events.
0. Encyclopedias and references.

There are several plans that are helpful at the beginning of the year. One is to have 3 x 5 cards with classified numbers written on them. Hand one to a pupil and have him find the correct shelf to see what kind of book would have that number. Fifth graders would probably need numbers 500, 910, and 917 first. Poetry, aviation and dinosaurs should also have their numbers printed. The corresponding subjects of these numbers printed on other cards could be used in the "Hunt and Find" game. This is a plan that can be expanded and repeated many times. Short and snappy repetition is not tiresome to a class.

After some explanations of the card catalogue have been given the class, two pupils may be handed subject cards and told to hunt in the card catalogue for a book in that category. While they hunt for something to report, the others can be reviewing classification or asking questions of each other. In fact, these questions could become another game. Many questions on fiction, non-fiction, general reference, etiquette in checking out books and other procedures could be dumped in a jar and drawn out for answering. A bit of this and the two at the card catalogue are ready to report.

Large flash cards representing those in the card catalogue-subject card, author card and title card may be made and shown in order to concentrate on the many parts of each. Identification and explanations may be called for. The drawings on the flash cards may be duplicated on clear plastic sheets and used in the overhead projector. The careful workers can make these aids.

Other things one may do in the library are:

1. Have book reviews. There is less distraction away from desks.
2. Have someone sell a periodical.
3. Learn where to find the copyright, the name of the publisher and the date of printing.
4. Ask a few factual or thought questions to be answered in reports.

Have this preparatory lesson copied from the board (headed by the program title and program number) and saved for study and for reports. An example for a fifth grade program this year is American to Remember #1 Leif Ericsson (c.1000).

This procedure with variations becomes a habit and increases in interest. Books on the subject are looked for in the library and at home in addition to the readers and social studies book. Since all of this involves expectancy it somehow furnishes a focus of attention. On the day of the broadcast, review the words just before the program. Prepare to listen for these words and any others necessary to the account. When the broadcast is over, enjoy the discussion. On the day after the original outline, any work done, a bibliography, drawings, questions answered, or anything else required can all be stapled together for a notebook. I have never used any other plan that caused so much interest in the library and in an increased vocabulary.

Quite a few years ago the children's librarian from New York City talked to a large group of Portland teachers. She said she was often asked how she knew so many interesting things about nature and about our country. Her stock reply was, "I read children's books." Now with the excellent radio in-school offerings one might add "--- and listen to school programs." However, with the latter there must be an enlarged vocabulary in order for the ideas to be absorbed by the pupils, and for them to be more than fifteen minutes entertainment.

A suggestion for a few days "pepper-upper" is to have the pupils make silhouettes of famous national persons and, with the help of the library, find a well-known statement attributed to each. This makes an attractive 12 x 18 class book large enough for bold silhouettes. Include "The Minute Man" and the "Statue of Liberty" with the words from the base of the statues.

One excellent aid from the library might be that of collecting a group of books by one author. For example, start with Lois Lenski. Here is a variety for the pre-school child thru the intermediate classes. Keep the books in a conspicuous place for classroom use and talk about how the author chooses characters, adds illustrations, appeals to certain age levels and shows understanding by choice of words. Thirteen (not a complete list) books by Lois Lenski and 5 by Robert Lawson are being studied by my class at the present. Probably Elizabeth Coatsworth will follow. A study of Edward Lear is really fun.

The library is a magnificent place. Visiting it should be a thrilling experience. Preparing your class for visiting the library is really important.

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Reading and the Disadvantaged Child In the Intermediate Grades

A frequent characteristic of culturally disadvantaged children is that they are handicapped in language development because of the lack of communicative experience inside and outside the home.

Through the Office of Economic Opportunity, a six weeks summer study recreation program was set up in Portland that afforded the children of a culturally deprived area the opportunity to gain language and other educational experience both in and out of school. The children attended school from 9:00 a.m. to 12 noon.

Part of our program was to have some in-service training that would help teachers to become more aware of the characteristics of these children and to set up goals that would be guidelines in setting up our daily and long-range plans.

In the area of language factors we discussed the following "Characteristics of the Culturally Disadvantaged Child" as written by Millard H. Black. (1)

1. Culturally disadvantaged children understand more language than they use. Figurel (2) reports that at grade two the vocabulary of such children is approximately one-third that of normal children, while at grade six it is about one-half.

2. Culturally disadvantaged children frequently are crippled in language development because they do not perceive the concept that objects have names; and that the same objects may have different names.

3. Culturally disadvantaged children use a significantly smaller proportion of mature sentence structures, such as compound, complex and more elaborate constructions.

4. Culturally disadvantaged children learn less from what they hear than do middle class children. The importance of teaching all children the skills of listening has often been pointed out. This appears to be particularly true for children who live in a milieu in which the radio, television, and the sounds made by many people living in crowded quarters that provide a background of noise from which the individual must retreat. Establishing a background of information and using our knowledge gained from experience in teaching, we then set up a "General Program."

General Program

The summer school provided an opportunity for children to participate in varied educational and recreational experiences. In grades kindergarten through three, a self-contained organizational framework was provided where experiences in the language arts, social science, science, physical education, music and art were carried on.

In grades five through eight, children were provided an opportunity to select classes of their choice. Classes in science, language arts/reading, dramatics/ music, as well as an upper grade social studies/science seminar were available.

Opportunities were provided for all children to participate in weekly field trips.

Some of our main goals were: One, the development of language skills through listening and reading activities, creative writing and oral expression. Secondly, the development of an awareness of the world in which children live by observing and reporting their field trip experiences. Creating a climate for freedom of expression through art, music, and dramatization was our third goal.

Our field trips provided very rich experiences in many ways. We prepared for these trips by building up an understanding of what the children were to see, by hearing resource persons, checking out and reading books from the library, viewing films, and discussing in groups these ideas in a conversational manner.

Before the trips, we discussed safety rules and had lessons in how to observe. After the trips, we discussed what was seen, listed vocabulary on the board, painted scenes, wrote stories, read them to each other and when ready, taped them on the tape recorder. Each child kept a log of his trips.

The possible outcomes of this program are sometimes immediate. The children wish to go back again soon and take their families. Others, of course, will never forget the experience and have the desire to provide cultural advantages for their own children and to expose them to more of the finer things in life.

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High School & Adult

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Effective Reading As a Springboard for a High School Reading Program

Since the phrase, "reading program," particularly the label, "developmental reading program," is used so often and so loosely, I will include definitions. I shall, therefore, define "high school reading program" as meaning the total school reading program, not a special reading effort such as Remedial, Corrective, Effective, or Speed Reading and not an English department-centered operation. A school may have such programs or partial programs for problem readers, slow learners, or for other special purposes, but these should not be thought of as synonymous with a "high school reading program." The term seems to imply total scope.

The reason for being so semantically fussy, perhaps, is that, in thinking and practice relating to Secondary reading instruction, we must not lose sight of the fact that reading is a process, not a subject or course, not a problem, not a set of skills, and certainly not an end in itself. Say "reading" in the context of curriculum, however, and in too many cases the automatic response is "problem," or "basic reading skills." Perhaps we now might add another response--the adjective, "speed." We need to be more sophisticated in our thinking. If reading problems, basic reading skills (word recognition, etc.) or reading speed are our chief concerns, we are likely to fragment our efforts and limit them to remedial and corrective work with a souped-up rapid reading class to bring us up to date. Isolated work, cut off from curriculum content, may result.

If we who are concerned with high school reading instruction can stretch the periphery of our curricular perspective as we try to stretch the ocular periphery of students in our rapid reading classes, we can see reading, "the process," cutting across the entire curriculum, involving all students, at all levels, and all teachers of all subjects, as well as all administrators, This is the matter with which we must contend when planning a reading program.

The clues for secondary reading instruction lie in the following statements: First, reading is a developmental process spiraling up from pre-school through adulthood--an on-going, lifetime process for everyone, inseparable from changing, expanding needs and purposes, on the one hand, and from maturity and experience, on the other.

Second, reading is a complex psychological, intellectual process requiring the simultaneous interaction of many perceptual, technical, mechanical, organizational tool skills, but centrally involved with thinking, vicarious experience, identification, and so on.

The basic general, as well as the unique special experiences, attitudes, concepts, and skills which reading involves for anyone cannot be perfected by the end of elementary school or, for that matter, by the end of high school. The question of reading readiness occurs again and again along the spiral--readiness for a different level of reading, different content, different purposes. Thus, specific developmental instruction, flexible enough to serve all levels and abilities of students, meeting many kinds of reading tasks should, indeed, be available in every school, ideally involving all teachers. The reading tasks facing the student in science, for example, are quite different from those facing him as he reads literature. The task of reading math is different from that of reading for pleasure, and so on. Who is better qualified than the subject matter teacher to point up the purposes of the content and teach the attitude-concept-skills clusters needed for achievement? How can we separate these related parts of the total process? Herein lie the serious "problems" of reading for most students, if we must be problem oriented: the question of reading readiness among a vast, increasingly varied, complex challenge of many different purposes in many different contexts as the student climbs the curriculum ladder. All other "problems" must be viewed within this frame of reference. All other reading efforts must relate to the total program.

If we lose sight of this fact, we develop a myopic perspective which has us worrying and scurrying to solve separate sub-problems as ends in themselves. How can we serve the problem reader? How can we improve remedial, corrective, or speed reading classes? In our zeal to separate, scrutinize, analyze, and diagnose, we may unfortunately produce some isolated spots of reading instruction which put all the responsibility of application to curriculum content on the frail shoulders of the "special reading student," who is incapable of carrying it. But, with a pat on the back and assurance that he has made truly remarkable gains in remedial reading, for example, we say, "Go forth, now, and apply."

Or again, we may set up special reading efforts, labor at teaching the basic skills, methodically, separately, in the context of contrived packets, kits, and workbooks designed for the purpose. Unfortunately, skills don't operate separately. They operate simultaneously, meshing with all other factors--and packets and kits are fine for practice, tackling the dummy, but practice isn't to be confused with playing the game, of football or of reading.

Perhaps we go further and center reading instruction in the English department, certainly a suitable place for a communication skill and for learning to read literature. However mastering content limited to the English curriculum doesn't adequately prepare one for the particular reading tasks of other subjects.

Beyond these areas of instruction we most likely say, "Your reading scores fell within the 40th to 60th percentile. You can handle all reading tasks with satisfactory or superior expertise. Do so."

Somehow, transfer and purposeful application must occur. The "skills" of reading cannot be separated from the "process;" the process cannot be separated from the "content" being read or from the "purpose" for reading it. We cannot become preoccupied with short, fragmented views. The required task for all students, then, is to become involved in a total, integrated, effective reading act. The desired objective is to extract meaning in terms of content and purpose--the point of it all--the author's message, the teacher's reason for assigning it, the student's need for reading it. Instruction must be relevant to all this. I'm a reading teacher, but I can't teach "reading." I must teach students to read something--Shakespeare, physics, the newspaper, economics, or a novel. But, beyond a limited point, the classroom teachers can do a better job than I.

However, when a school looks expediency coldly in the eye, it may find that it cannot have a total reading program just now--matters of training, allocation of personnel, budget, schedule, resources, unfounded fears of content, teachers that they can't teach "all this and reading, too," and so on are hurdles. What can the school do to start a ferment in the right direction? There are many things which can act as the cake of yeast, but I can strongly recommend a few Effective Reading classes, taught by someone with professional training, or someone willing to get it, who is given enough time to move around among courses and teachers, learn what is going on, and keep an open door.

The very nature of Effective Reading qualifies it as a small, semi-developmental effort which can stimulate a larger, more complete one. Though a special course, it concerns itself with an attitude-concepts-skills involvement in reading and studying high school content. At the same time, it looks ahead to college and adult reading demands and pleasures. To enumerate its features:

1. It enrolls average and superior students, terminal and college bound.
2. It is specifically adapted to the unique needs and characteristics of that particular school and community.
3. It is predicated upon the premise that anyone, not just problem readers, can and must improve their reading in terms of the factors which I have just discussed.
4. Although it dusts off basic skills met in elementary school instruction, it expands them and goes beyond to more varied and mature requirements of high school reading, such as, determing purposes and difficulty, and adapting rate and other skills to them; advanced vocabulary analysis in context and verbal analogies; directed reading; study reading skills, such as how to read a chapter, how to read different subject content, how to review material read, how to take notes from reading; the uses of sensory reinforcements; critical reading, and so on.
5. It stresses independent judgment and performance in personal and assignment reading.
6. It emphasizes reading for learning and enjoyment, rather than for dutiful completion of an assignment as an end in itself.
7. It stresses reading as a total, integrated act or process, related to content and purpose.

8. It develops and refines the understanding of reading attitudes and concepts as important factors in the reading process.

9. Although it utilizes commercial and teacher-made skills-practice materials specifically prepared for that purpose, it keeps them in context and always proceeds to "real, total reading"--that is, the student's own assigned and personal reading.

10. It requires that the students carry application to their reading beyond that in an Effective Reading class and provides time for "testimonials" and evaluation of the results.

11. It gives college-bound students a glimpse ahead into the reading and study requirements in college, and it gives terminal students an advance warning of the reading tasks in the business and vocational world.

12. Effective reading can serve, by means of proper scheduling, 25 to 30 percent of a good-sized graduating class.

Gradually little things begin to happen. A teacher sends a class into the reading lab for particular instruction in how to read original documents in social studies. Another sends a few students in for note-taking hints. Someone else invites the reading teacher in to demonstrate skimming or how to attack a chapter for study, or asks one of the effective reading students in his class to demonstrate some skills relevant to the assignment. Some of the reading students who also take speech may develop a panel on study skills which they present to freshman classes. In the meantime, many teachers have realized that they, too, have been teaching some reading all alone and that they can teach more. Over a period of time, a trace of reading consciousness has developed. Larger plans may develop or be deliberately introduced, such as a freshmen reading-study skills program, or closed circuit T.V. involvement in reading instruction. None of these things advance smoothly without lurches, stops, starts, and unsuccessful tangents. However, time is being gained for planning, much is being learned, a reading climate relevant to the scope of high school purposes begins to be felt.

In conclusion, however, I can testify to the fact that such an operation is interesting, frustrating, and rewarding simultaneously. It is also much more realistic than an administrative fiat: "This year, dear faculty, we will have a full-blown developmental reading program." It is a more productive operation than that of limiting efforts to poor readers only, or of endlessly puttering with efforts isolated from "where the action is"--the mainstream of curriculum content.

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The Layman as a Teacher of Reading

The Reed Community Education Project is a volunteer tutoring project, partially supported by a federal grant from the Office of Economic Opportunity. The Project tutors, on a one-to-one basis, illiterate adults in the greater Portland area. Students also include a small number of special cases, such as families, high-school dropouts and adults working for high school diplomas. Referrals come from agencies such as Welfare, Division of Vocational Rehabilitation, Youth Opportunities, Oregon State Employment Agency and also from private sources and as a result of newspaper and television publicity. The Project does not discriminate in any way and all motivated applicants are accepted for tutoring.

Each student is given three tests: a Slosson Intelligence Test (completely oral), a Slosson Oral Reading Test, and a simple arithmetic test. Thus, the reading and arithmetic grade levels of the student are determined before he is matched with a tutor.

The tutors are all volunteers. Twenty percent are certified teachers. About half have never taught before. They are not necessarily connected with Reed College. Each volunteer tutors three or more hours per week. Each fills out a questionaire when he enters the Project, stating whether he would like a beginning or intermediate student; whether he would like to meet in his home, the student's home, or in a public building such as a church or library; whether he would like to tutor in the daytime or evening; whether he would like a man or woman student; and if there is any type of person he would prefer not to tutor (such as a retarded person, a reforming alcoholic, etc.)

When a student is found for a tutor, the Project calls the tutor, describes the student and asks if he would like to tutor that particular student. If he says yes, he is given the address and phone number (if the student has a phone) and told to call and make an appointment. The Project then sends the tutor a series of diagnostic reading tests to be given by the tutor to the student the first couple of times the tutor sees the student. These tests structure the first meetings and give the tutor self-confidence while he gets to know the student and finds out with what kind of things the student has problems.

The Project holds monthly tutor meetings to acquaint tutors with different teaching methods. Each tutor is free to use any method of teaching he prefers. A large and varied supply of books and materials is kept in the Project library in the Music Building at Reed College. The tutor may come to the Music Building and pick out his own books; he may meet a volunteer librarian who will give him advice on appropriate books for the level and ability of his student; or, if it is inconvenient for him to come to Reed College, he can have a librarian mail him suitable materials. The tutor is given as much advice as he feels necessary about how to use the books.

After six months of tutoring, each student is retested to see how much progress he has made. So far, the average rate of progress has been two school months of progress for each month of tutoring.

The Project has found no difference in the rate of learning of students tutored by certified teachers and of students tutored by people who have never taught before. There are no educational requirements for tutors. Some of the more advanced project students are tutors for beginning students. The Project can pay transportation and babysitting costs of tutors. The Project pays sixty cents to a student on a poverty level each time he travels to his tutor. Most students travel by bus. The federal grant also pays for books and office expenses connected with students on a poverty level.

It is estimated that there are 10,000 illiterates in Portland. Most people, when told this, tend to assume that these people must be from the South or from other countries or must be mostly Negro. Actually, over half the students in the Project are Caucasian and about half have been through the eighth grade in Oregon. Many of these people test on a second grade reading level. They have become convinced that they are stupid or lazy and incapable of learning to read. Most of them have fairly normal IQ's. One of the tutor's main jobs is to give them self-confidence and to assign tasks that are easy enough for them to do successfully.

Some students gain so much self-confidence as a result of the one-to-one tutoring situation that their entire personality changes. Two gypsy sisters, eighteen and nineteen years old, used to sit and giggle when their welfare caseworker visited them. She thought they were feeble-minded. After they learned to write their names and began to learn to read, they were able to talk sensibly to her and answer questions when she had to fill out forms on them.

One of the first students in the Project (there are over 200 being tutored now) was a Negro woman who saw no point in a high school education. She used to encourage her children to drop out of high school. After she had been tutored a few months, she started going to school to have conferences with her younger children's teachers, and she allowed one child to graduate. After being tutored a year and a half, she got a job as a family homemaker (she barely met their literacy requirement) and was able to get off Welfare.

Many Project students have passed the high school equivalency test and have been able to go on to further training or to get better jobs. Some of the tutors have benefited as much as the students in that they feel they are doing something worthwhile and interesting.

The Project needs many more volunteer tutors. One hundred students are now on a waiting list.

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Toward Faster Reading

For the mature reader, ultra-rapid skimming a page for clues to meaning is not reading. Let us not overrate speed nor underestimate thoughtful reading. As the mature reader faces the printed page, he prereads for general impression; he formulates questions; he begins to adjust his rate to his purpose and to the nature of the subject matter. The delight of a mature reader is in the control he maintains with the communication, not the speed. He may shift into low gear to memorize facts as they substantiate his point of view, and like the automobile driver, he reads the conditions of the road, the weather, and the traffic. Then with a minimum of delay, he moves toward his destination.

"I know how to read! I just want to read fast!" the immature student will say to his teacher. "I don't like to read! I want to get my homework out of the way."

The teacher in the high school classroom cannot teach the reluctant student improvement in his reading until he has been persuaded that worthwhile books will give substance to his life. She can provide a quiet classroom where the eager student can formulate his own method as he gains insight into the printed page, but, the hardest part of her job is to curb his impatience as he slowly learns that reading is not quick and easy.

The teacher may produce appropriate reading materials for regular practice. The student should not attempt to use his own study texts for practice in the early stages. He must use "the relatively worthless materials," described by Gilbert Wrenn as essential equipment. The student should answer questions on paper after reading each article and immediately check for a key for correction of his errors. It is efficient to set up a repetitive pattern of three stated purposes: retention, direction, and idea blocks. In the first article, the student deliberately tries to remember details and predict questions. With the second article, he should read one question first, then look for the answer; read the next question and look for the answer. He directs his reading toward an answer for each question. He should approach the third story with ideas in mind; he should read all the questions first, and then hit the page in idea blocks with the questions as spot-fixers. With this cycle of practice, the student will be able to break away from old hab its of left-to-right, line-by-line reading toward new patterns of approaching a page.

Knowing that the student is eager to learn to reader faster, the thoughtful teacher will help the student use fundamental techniques for survey, prereading is essential to improvement of rate in comprehension. The student will need frequent practice in looking at groups of words as ideas on a page. He will try to reduce the vocalizing and word calling that slows his eye movement and causes his "wool-gathering." He will learn to watch for and respond to Nila Banton Smith's "signposts" and word signals; and, morever, therefore, finally, however, but. He will practice reading at varying speeds suitable to his purpose. He must be persuaded to use the clock diligently in order to extend his span of attention and to measure his progress with exercises. Having arranged a classroom for practice, having explained procedures, having required sprint exercises and standard tests, the teacher may be able to convince the student that reading is a lifetime process and that it is peculiar to his own personality.

As the student learns to use the printed page with more sensitive accuracy, he will learn to work in an atmosphere of self-direction. As the momentum and fluency begin to develop with a more flexible approach to the printed word, with selective skimming to avoid irrelevant detail, with visual experiment in the vertical field, the student will relate what he reads to his own experience. As he learns to sense the writer's intention, to detect ambiguity, to recognize allusion and metaphor, and to respond to words in context, he will discover how to adjust time and subject matter to his own purpose and economy. He will learn to think a page, not to talk it. He will learn to delight in control, not in speed. With a minimum of delay, he will move toward his own maturity.

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Reading in the War on Poverty

The teaching of reading is, of necessity, a very specialized problem with the Valley Migrant League. The basic reason for this uniqueness is that we are teaching adults instead of children -- not just any adult, but those people who harvest the fruits and vegetables grown in such abundance in the Willamette Valley.

If one looks at the seasonal farm worker in Oregon, he sees two distinct groups, those who are residents and those who are migrants. The migrant, depending on race and/or origin, is generally the same in all parts of the U.S. For numerous reasons he finds himself trapped in the migrant stream. He must move when the work stops -- if he doesn't he feels stranded, isolated from the familiar, and is unable to cope with the responsibility that permanent residence brings.

The next step up the ladder is the resident farm worker. He has two important advantages over the migrant: (1) he is aware of employment possibilities during the off season, and (2) he meets the residence requirements of Welfare. (It must be remembered that resident means the individual who has been a migrant and has decided to settle down in the area. It does not mean those individuals whom we have all seen on skid row who do field work only until they have enough money to buy the next bottle of wine.) The settled migrant then possesses the courage and stability to commit himself and his family to a permanent home in a strange locale. This, in itself, demonstrates a desire for a "better life." These are the people who most often request services in education and vocational training.

This does not mean that we ignore the migrant who comes for a few weeks or a few months, who lives in the hundreds of migrant camps in the Willamette Valley, and who is more deprived than the resident. We do everything we can, while we can, to provide him with the services which he requests. But, as educators, we know that instant education does not exist. If an individual wants more education, he must expend time and effort, and ten hours in a bean field leaves little of either. Camp programs then, are short term with little chance to evaluate objectively. We have found out our best success is attained in the winter when there is no work. The residents are on welfare and have time and energy to work intensively on self-improvement. Because winter programs are more stable and easier to evaluate, our present evaluation will be based on this type of program.

Let us look at the program, the materials and the methods. To present only the reading portion of the program would leave many unanswered questions, so I will begin at our most basic level of instruction and present the logical progression through the different levels.

The program is divided into four levels:

1. English as a foreign language.
2. Reading and Writing.
3. Basic Education
4. G.E.D. test preparation.

English as a Foreign Language

Learning to understand, speak, read, and write English in everyday situations is the objective on this level of instruction. After a thorough investigation of textbooks, we found that none are published which answer the need of the uneducated adult in the highly complex society of the United States. Because no materials were available, we are writing our own. Since the teaching of the oral language is inappropriate here, I won't go into a description of materials and methods.

The pronunciation problems of a person learning a foreign language and the problem of the sound-symbol relationship of the traditional orthography of English led us in search of materials which would overcome these problems. We feel we have the answer in the initial teaching alphabet. The i/t/a gives us a dependable sound-symbol relationship and, since it uses all of the traditional symbols, gives the student practice in making the symbol. At the present we are using commercially prepared materials published by the i/t/a publications in New York, but we feel that they are inappropriate for the uneducated adult. Therefore, we are preparing a reading and writing manual using the i/t/a but based on the series of lessons used to teach English as a Foreign Language.

Because of the varying levels of reading and writing in a class, we introduce these skills in English as only a small part of a class where the students are concentrating on the oral language. The graphic skills are a welcome break in the monotony of oral drilling and yet small enough segments of time are used so that those class members who can form the symbols do not get bored. Those who are learning to read and write for the first time receive enough instruction so that they are able to learn the basics and are then able to practice outside of class. By following this idea of balancing the written and the oral language, we have proven that we can take a group from a O level to a third grade level in an eight week intensive education program.

Reading and Writing

People at this level are able to speak English well enough to get along, or are native speakers of English. We use the S.R.A. Reading in High Gear for this level and have had very good success. Most people scored at the fourth grade reading level after the eight weeks. We have also used the i/t/a with people on this level, but only in a one-to-one tutoring situation which makes it impossible to draw any conclusions from the results. Reading for a Purpose, published by Follett has also been used at this level, but not directly by us, and I do not have any specific results.

Basic Education

When our people have reached approximately the fourth grade level, they enter our Basic Education classes. In these classes communication skills cease to be an end -- they now become a means. The people have enough of the reading and writing skills to expand their knowledge into other subject areas. Reading is not lost as a study in itself, for we continue to improve their skills in the areas of speed, vocabulary, and comprehension. Students use various materials to improve their skill. Most notable are:

1. Readers' Digest Skill Builders
2. Adult Reader, Steck-Vaughn
3. System for Success, Follett
4. How to Read Better, Steck-Vaughn
5. S.R.A. Reading Labs

G.E.D. Test Preparation

When our student reaches this level, he has attained approximately a seventh grade reading level. Since his success on the G.E.D. test will depend on his ability to read quickly and accurately, we try again to train him to improve his speed and comprehension and at the same time to make him a critical reader.

This is far from a complete picture of our program. An important fact to remember is that we are a demonstration project and are obligated to explore all materials and methods which seem worthwhile. Because of this, we are still in a state of experimentation and are attempting to find and use better materials and methods.

We hope, for example, to use programmed materials as much as possible. We have just received what promises to be a very good programmed reading course from Behavioral Research Laboratories in California. We are looking forward to using it in an intensive program this winter so that we can compare the results with the S.R.A. series. We are gratified because of good results, but feel the need for better materials and methods in order to better satisfy our obligation to the people we serve.

Corrective & Remedial Techniques

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Development of Language Skills in a Language Disorders Class

The Portland Public Schools operate two classes that have been termed "Language Disorders," one at Creston School and one at Applegate School*. The class at Applegate is described here.

Classes for language disordered children are quite new, having been started nationally in Maryland in 1958 under the direction of Dr. William Cruickshank of Syracuse University. The classes in Portland were started in 1961, operated through the Speech and Hearing Department of Child Services, with Mrs. Ruth DePuis, supervisor.

The class at Applegate, taught by Mrs. Alice Ross, was first initiated on a half-day basis in 1963. It was extended in 1964 to a full day, being taught by two teachers, each on a half-day basis. Language Disorders classes are for those children whose understanding and development of symbolic language has been sufficiently inhibited to make normal classroom participation impossible. These children generally are also typified by bizarre behavior, perceptual disturbances, and gross motor coordination difficulties. The classes are very small, ranging from four to eight members, depending on disability and grouping abilities. The children are transported to the class from outside the immediate attendance areas. Although testing will put them in the "retarded" range, the goal of the Language Disorders class is return to the normal classroom after approximately two years.

Most of the children have been evaluated through the Language Disorders Clinic, Crippled Children's Division, University of Oregon Medical School. This evaluating team is comprised of a pediatrician, neurologist, orthopedic physician, physical therapist, occupational therapist, speech pathologist, audiologist, psychiatric social worker and clinical psychologist. Some of the children have also received further diagnostic observation and teaching through the Multi-Discipline Clinic at Crippled Children's Division. This agency is also used for subsequent evaluations and resources as needed.

The teachers do their own intake interview and evaluation. The basic areas of general behavior, perception, motor skills, articulation, language development, reading and number concepts are explored using techniques and devices from Cruickshank, Kephart, Lilywhite and others. It has been found to be particularly beneficial to have both teachers conduct the evaluations because of the opportunity provided for observing the child's performance with another examiner. It was found that the observer often obtained a clearer picture than the tester. It was also felt to be of benefit in getting maximum performance from the child. Whenever the child appears restless, rebellious, or differs markedly, the other examiner immediately takes over and this total change provides adequate stimulus for the child's return to effective functioning and completion of the educational evaluation.

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* This class was moved to Couch School September 1966.

The room at Applegate is one of a kindergarten suite with adjoining bathroom facilities, self-contained sinks and fountain, and extensive built-in storage space. Built-ins, furniture, blinds and floor are beige, and small wall areas are green corkboard and chalkboards. Lighting is fluorescent, with acoustical tile ceiling. Overall dimensions are 40'6" x 30'. The room is divided roughly in half, part being a play and motor activity area, and the other devoted to classroom activities. Each child has a cubicle, 8' x 4' sliding panels, constructed of 1/4" pegboard. Within these cubicles are a small chalkboard, felt board, supplies, and large pocket chart. Other equipment includes moveable chart holders, one fixed and one moveable chalkboard, one large work table, one small work table, the teacher's desk and filing cabinet. It is possible to store all other equipment out of sight.

The children are referred to the supervisor of the speech and hearing program by parents, teachers (through the building principals), speech therapists, Crippled Children's Division, other clinics at the medical school, and physicians.

As mentioned previously, the class at Applegate is taught by two teachers, one-half day each. One teacher has experience in remedial reading and school psychology and the other is a speech therapist with a college minor in physical education. The day is divided into fine perceptual training, reading (or reading readiness), number skills and structures playtime (outdoors, weather permitting) in the morning, developmental language program and motor activities in the afternoon.

Materials used in teaching are selected for their application to a wide range of specific learning experiences. It has been found that the rigidity typical of these children makes teaching several concepts about a given item in a variety of situations mandatory. Although probably more time consuming, because of the careful planning required, such a procedure also has the obvious advantage of considerably less expense for materials.

Play materials are chosen to aid muscular and perceptual organization and to encourage experimentation with shape, form and color.

The methods used in this class are probably more varied than are usually employed because of the multiple disciplines of the two teachers. It was found that in the scope of the material being presented, different methods and frame of reference are more appropriate. No one method is effective in all instances. Therefore, if sounds are not made correctly in reading, the speech teacher is informed and these sounds are dealt with in the prescribed manner. By the same token, if number errors are made in the developmental language situation, they are dealt with in the regular arithmetic period. This is effective and probably better than the standard practice of correcting immediately because it was found that breaking the continuity of a lesson to insert another lesson completely lost the original objective.

Obviously when two teachers instruct a single class successfully, there are several basic tenets which must be present:

1. Same philosophy as to goals, discipline and theory.

2. DAILY communication and planning, with flexibility to include daily trouble spots.

3. Observation of each other.

4. Common evaluative techniques. Throughout the year continuing evaluation is maintained through tape recording whole days, which are saved for comparison. Movies are made of the same activities. The same evaluative instruments are used at the beginning and end of the year. Psychological testing is conducted on a yearly basis.

5. Good working relations with the teaching staff and administrators. Using the basic goal of the class, mainly return to the classroom, as the criteria for its success, it is felt that the class at Applegate has been successful. Of the five children who originally comprised the class, one moved and the others are in the regular classroom most of the day, with some continued help in problem areas.

Of the four who were added the following year, two moved from the district and the other two are integrated into the regular classroom on a part-day basis. The current class is comprised of these four "old members" who are seen at the beginning and end of each school day for individualized help in their problem areas and the "new class" of four full-time and two one-half day students, for a total of ten children. The class will continue to provide an opportunity for these very unusual and interesting children who have considerable potential for a useful and productive life.

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Relationship of Psychological Tests to Reading Problems

Although this Conference participant felt somewhat guilty about ignoi. the pleas of Conference leaders to submit a written manuscript in advance about the subject of his demonstration, I felt it would be necessary to delay formulation of a specific topic for discussion until I could determine what special interests my audience might have.

When it was determined that most of the participants in my two groups were special education teachers, with considerable knowledge of some of the psychological tests commonly used with children, the topic then evolved, with considerable group discussion, into some hypotheses about how the Wechsler Intelligence Scale for Children could be used (in addition to the usual findings of intellectual functioning) as a personality test, and how the Bender-Gestalt test might be used to complement the Wechsler to arrive at considerations of possible brain damage in some cases.

Specifically, the writer feels it is possible in many cases to arrive at some hypotheses about personality traits and dynamics in many children, such as:

1. dependency needs
2. flexibility and rigidity
3. tolerance for frustration
4. motivation for academic learning
5. sense of humor
6. need for structure
7. impulsivity
8. ability to relate to an adult in a one-to-one situation
9. cultural deficiencies
10. passive-aggressive traits

Projective types of responses can also sometimes be elicited and followed up in an interview when they are elicited. In more traditional ways, the test can be used, of course, to find areas of special interest, abilities and disabilities, ability to follow complex directions or questions, perceptual problems, ability to think in sustained sequential processes, ability to concentrate effectively, etc.

Some unusually exotic examples were demonstrated of protocols in which brain damage was indicated by one of the two tests, but not necessarily both, and of cases in which adults had reading difficulties despite the lack of perceptual problems (e.g., one adult with low-average intelligence and a recorded history of brain damage had a scaled score of zero on the Similarities subtest and a scaled score of 17--the highest possible score--on the Block Design subtest).

The writer feels that the Bender-Gestalt test can be used as a test which is virtually culture-free in some cases involving older children and adults. For example, sometimes a question arises about possible pseudo-retardation in illiterate adults who have had virtually no education. In such cases, if the Wechsler scores are low, and if there are no qualitative or quantitative signs of a higher potential, the Bender-Gestalt can then be administered as a last resort. In our society, it can be assumed that most persons have had the experience of manipulating a pencil and that they have seen or drawn simple circles, squares, dots, angles, etc. If the person's Bender-Gestalt drawings display gross abnormalities such as rotation,difficulties in angulation, perseveration, abbreviated designs, separation of figures within a design, and other gross distortions, one might assume that there is probably a biological basis for the retardation. If the designs should prove to be relatively normal, the examiner would have additional support for the hypothesis of pseudo-retardation. However, the writer has yet to find a case of the latter type, with such test findings.

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Frostig Program for Development of Visual Perception

The Marianne Frostig Developmental Program in Visual Perception is the result of research conducted by Marianne Frostig, Ph.D., a renowned educational psychologist and David Horne, B.A., staff member of the Frostig School for Educational Therapy, Los Angeles, California.

The materials for the program are published by:

Follett Publishing Company
1010 West Washington Blvd.
Chicago, Illinois 60607

The program includes:

- Developmental Program:
  - The Frostig Test of Visual Perception
    - Test Kit, Test Booklets, Test Scoring Manual
    - Test Monograph, Test Scoring Keys
    - Test Demonstration Cards
- Remediation Program:
  - The Frostig Program Box
    - 359 ditto masters for worksheets
    - Teachers' guide
    - or
    - Individual Pupil Set
    - or
    - Printed Worksheets
    - Pupil Record Cards
- In preparation:
  - Physical exercise program
  - Picture discrimination cards
  - Tactile and kinesthetic materials
  - Language program
  - Higher thought processes

Visual Perception as the term is used by Marianne Frostig is the ability to recognize and discriminate visual stimuli and to interpret those stimuli by associating them with previous experiences. The ability to see accurately is not the crux of the problem, but rather the interpretation of the visual stimuli that occurs in the brain, not in the eyes.

Visual perception is involved in nearly every action that people do. Children, who have adequate visual perception on entering school, usually do well in reading, writing, arithmetic and develop all the other skills necessary for success in academic subjects. The research that led to the development of this program tends to confirm Piaget's theory that perception is the major developmental task of the child between the ages of 3 and approximately 7-1/2 years and follows the stages of sensory-motor development (birth to 2 years) and maximum speech development (up to 4 years) and precedes the maximum development of higher cognitive processes which occur after age 7 or 8. In order to enter kindergarten or first grade a child from a developmental point of view is expected to be age adequate in language, perception, sensory-motor abilities and to be socially adjusted and have sufficient emotional control to be able to learn in a group situation. The research also showed that many children have a developmental lag in visual perceptual development with a consequent failure in academic skills in the early grades, and that this feeling of not measuring up leads to character and behavior disorders.

From this research also came the information that five visual perceptual skills seemed to be most important to the development of learning abilities of children:

1. Visual-Motor Coordination
2. Figure-Ground Perception
3. Perceptual Constancy
4. Perception of Position in Space
5. Spatial Relationships

Visual-Motor coordination is the ability to coordinate vision with movements of the body or parts of the body. If a person reaches for something, his hands are helped to get to the object by his vision. This coordination is involved throughout the peron's daily activities. A child with poorly developed visual-motor coordination is clumsy; unable to do well in sports and games; can not cut, paste or draw well. He will have difficulty with writing. He is liable to develop a poor self-concept. Training should be begun early and the work-sheet exercises must be preceded and supplemented by physical training that involves the whole body. The child must develop a body image, body concept of the parts of his body and body schema. A well designed physical education program should be followed to develop coordination between vision and skills involving the arms and hands, developing lower limbs, and developing strength and flexibility in the trunk.

We perceive most clearly those things to which we turn our attention. The human brain selects from a mass of incoming stimuli a limited number of stimuli, which become the center of attention. These stimuli which may be auditory, tactile, olfactory and visual, form the figure in a person's perceptual field while the other stimuli become the ground. The figure cannot be perceived accurately unless it is perceived in relation to its ground. A child with poor figure-ground discrimination appears to be disorganized, inattentive. He will be careless in his school work, unable to find the place, will skip sections, cannot find words in a dictionary or solve problems on a crowded page. The pencil and paper Frostig worksheets should be preceded by exercises with three-dimensional objects, discrimination of them, finding objects that are different, sorting objects, and be able to shift attention from one object to another.

Perceptual constancy is the ability to recognize an object's unchanging properties; shape, position, size; in spite of the variability of the image the object has on the eyes. For instance a person with adequate perceptual constancy can recognize a cube even if seen from an oblique angle. Objects are visually perceived as constant from shape, size, brightness and color. The first two are the most important for an adequate orientation to a person's environment. A child with poorly developed shape and size constancy is made anxious by the general unreliability of appearances in his world and will have great difficulty with academic learning as he finds working with symbols in any way most difficult. Different color. size or form in type of writing will make him unable to recognize a word that he may know. Training in space constancy should be combined or given in conjunction with training in figure ground perception. The child is taught to generalize by using first geometric objects and recognizing them regardless of size, color or position and then later on to recognize words in unfamiliar contexts, kinds of printing or writing.

Position in space perception is the ability to perceive the relationships of an object to the observer. A person is always the center of his own world spatially and objects are perceived as being behind, before, above, below or to the side of himself. A child with disability in this area is clumsy, hesitant in his movements and will have difficulty with understanding what is meant by the words that designate spatial position; up, down, in, out, behind, before, left, right, over, under. The letter b will be d, p as q, on as no, saw as was, 24 as 42. Great difficulty will be found in the ability to learn to read, write, spell and do arithmetic. Training must not only consist of using the work sheets, but also must develop a body image, body concept and body schema for the child. He should be taught to climb on ladders, on a jungle gym, walk on a rail, use a balance board.

The perception of spatial relationships is the ability of a person to perceive the position of two or more objects in relation to himself and in relation to each other. This ability develops later than, and grows out of, the simpler one of perceiving position in space. Figure completion, puzzles, development of patterns, assembly of parts should precede the worksheets. Children with a disability in these relationships have difficulty in academic learning, may read string as stirring or spell it sitnrg. In arithmetic the child may be unable to remember sequence of processes, be unable to read maps, graphs or understand graphs.

The Frostig Program includes not only visual perceptual training in each of five areas of visual perception, which are essential for learning in school; but also a program for gross and fine muscle coordination, training eye movements and learning of body concept and body image. For the lower grades, the emphasis should be on the total program. For the remedial student, the emphasis should be based on a comprehensive diagnosis of the child's strength and weaknesses.

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The Role of the Reading Diagnostician and Classroom Consultant in the Portland (Oregon) Model Schools Program

The Purpose of the Program

The classroom teacher in almost any grade level in a school where there is a predominance of children from low socio-economic neighborhoods has reading teaching problems too difficult to solve with usual methods and materials. These students are often in such numbers that the remedial reading teacher cannot possibly give them the optimum individual help required. Often the severity and complexity of the student's reading problem inhibits the classroom teacher from making much effort beyond the small amount of time she can usually spare.

In January 1966, the Model School Program of the Portland Public Schools initiated a plan of action to help overcome the reading teaching dilemma for their classroom teachers. This was the setting up of a Diagnostic Reading Clinic which was made possible by the availability of federal funds, and the plan for which was a cooperative enterprise by Richard McMenemy, Supervisor of Remedial Reading, and Willard Fletcher, Director of Area 2, the Model School Program. Chosen to head the Clinic was Ralph Hodges, an experienced remedial reading teacher.

The diagnostic and advisory service of the clinic was made available to intermediate grade students and their teachers. These grade levels were selected because of the apparent readiness of children at this developmental stage in these particular school areas to begin benefiting from the teaching techniques and materials most often used by intermediate grade teachers. There was no argument that younger children should be given as much attention as possible in the area of reading. However, the service of the diagnostic clinic was intended to upgrade reading instruction in the classroom for students who had not been able to profit from the developmental reading program they had been exposed to in the primary grades.

The Identification of Students

Most students are selected by classroom teachers from among several who have not profited from regular instruction. The Diagnostic Clinic staff is alerted to the need for service and makes appointments to see the student's cummulative records, observe the child in the classroom, and interview the classroom teacher. The preliminary screening process is to gather information about the child's usual scholastic performance and interaction in classroom affairs.

The teacher interview is outlined on Clinic referral forms to learn about her teaching methods and classroom procedures. This is quite necessary in guiding the Clinic staff in later planning of the diagnostic schedule. It determines what to test for and appropriateness of teaching techniques to be explored with the child at the Diagnostic Clinic.

The Diagnostic Procedure

After the classroom visit, it is necessary to plan the two days the student will be at the Clinic. These areas are tested by formal and informal devices.

a. Silent and oral reading ability (Gates Survey and Gray Oral tests)

b. Levels of phonics and word analysis skills (Roswell Chall phonics inventory, our own devices for diagnosing spelling and phonics)

c. Sight vocabulary level (Dolch basic sight words; basal reader lists)

d. Characteristics and level of oral reading (Gray Oral; general observation)

e. Competence in listening and following oral and written directions (Our own tests and observations)

f. Most useful methods of learning, such as by visual, oral-aural, kinesthetic, or tactile means (Our own tests and observations)

g. Spelling skills; methods of studying spelling words

Another important part of the two days of work at the clinic is to teach and experiment with some teaching materials and devices. Some of these experiences are listed below.

a. Learning to operate a camera, film strip projector, tape recorder, tachistoscopes.

b. Learning how to organize a language experience story and tell it for dictation to a listener or recorder.

c. Learning how to select a book for independent reading.

d. Experimenting with coordination of listening to tape recorded material and visual following in the same book.

e. Doing sample work in several kinds of workbooks and practice materials for phonics and word analysis practice and comprehension. The purpose is to acquaint the student with format and directions; to test for negative and positive reactions to working in the workbook; and if there is a choice between several appropriate materials, to allow the student a voice in the choice.

f. Testing out several reading activities and methods of approaching reading instructions are tested to gauge their respective appropriateness for the child, the classroom teacher's style of teaching, and the schedule and operation of the classroom program.

For use with children who draw a blank on the foregoing items, we keep on hand simpler materials on which to base an assessment of the child's learning capacity and learning modalities. Included are magnetized letters, a printing press, Scott Foresman Rolling Readers for Primer and First Reader, and bingo games based on pre-primer vocabulary.

The Report to the School and Teaching Plan

The teacher is given as much information as we assume, or know for a fact, will contribute to her daily teaching of her students in whole and small groups within the regular classroom program. The teacher is also made aware of ways that teacher aides, tutors, and other reading specialists can supplement her teaching efforts. Therefore, the report deals with rather specific information about the child's level of competence in phonics and word analysis skills, basic sight words, handling various kinds of comprehension and use of organization skills in reading.

Both a written and an oral report of the Clinic's findings and recommendations are made to each classroom teacher. The written report becomes part of each student's cumulative record. Specific kinds of weaknesses in phonics and word analysis are outlined. A description of each child's learning behavior is discussed, such as spontaneity of correcting errors, ease of developing insight for phonics rules, awareness of phonetic likenesses and differences in words, and reasons for the student's substitution of similar word forms.

The student's strenghts and limitations and specific allowances to be made in teaching him are reported. Some of the usual topics in the discussion of the child's strengths and limitations are: competence in listening and following directions, common classroom interferences to effective listening and following directions, attention span and extent of toleration of distractions, and most successful ways of learning new words and remembering what he has learned as ideas.

Recommendations for Teaching the Student

The clinic staff does not stop with a report of testing and observations but contributes a supply of materials that have been tried with each student. A plan is submitted to describe the use of these materials. The materials are stripfilms, records, workbooks, trade books, taped stories and practice work, tachistoscopes (handmade) and games. There are other materials and texts suggested but not supplied, which contain teaching approaches, and suggested materials to be used with particular children.

There are other specific recommendations made in such areas as the child's physical status. Occasionally, there is a need for an opthamologist's examination. Emotional and social considerations are often recommended for the improvement of integration with classmates.

Very often the parents or guardians divulge family situations or events to the clinic teachers that require the attention of the school principal or school social worker. Also, there are occasions where another student or brother or sister can be included in the instruction and tutoring of certain students. These are some of the various educational and social clues the clinic teachers discover or deduce in the course of the testing and working with students referred for reading problems.

Evaluation of Diagnostic Services in Reading

The term "diagnostic" used to describe this kind of service to classroom teacher is possibly not completely accurate. The teachers who have been interviewed remarked that the real usefulness and potential for long-range gains by students lie beyond the diagnostic report. Teachers felt a real need for the specific teaching suggestions backed with appropriate materials. As a result of the diagnostic service, the teachers seem to have greater depth of understanding or reading problems of particular children and retarded readers in general.

As a result of the clinic's past experiences it seem very apparent that teachers need the support of their school principal, parents and reading specialists. Their lack of success in teaching retarded readers is often not a lack in the teacher. But rather, she has need for knowing more about developmental limitations and shortages in the child which result in inability to learn language symbols, organize information, and acquire intrinsic motivation in what is often a hostile world of comparison with too high expectations by parents, teachers and achieving classmates.

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Draw-a-Person Techniques With Children

Knowing children better means that you can usually help them better whether it is with reading particularly or whether it is in the classroom. There are many ways that you can get to know the children you are working with better, and one of these ways is through the analysis of the drawings.

The basic premise upon which the draw-a-person technique is based is that the perception of the body image through drawings of persons involves the unconscious projection of personal feelings. In order to help teacher get a meaningful feeling for drawing interpretation from drawings, a number of drawings and their interpretations was presented. Each of my interpretations was verified by the classroom teacher.

Drawing I This boy was in grade three and was age 8-10 at the time of this drawing. He has average intelligence. The original drawings show many erasures which is one indication of tension. The treatment of the hair (heavy shading) and mouth (teeth showing) and eyes (vicious appearance) all point to a tremendous amount of aggressiveness, particularly for his age. His teacher said that he is very aggressive in the classroom and is often involved in brawls on the playground. He does not achieve in the classroom and is aware of it. It is a matter of concern to him (head treatment). This could well be one of the causes of his tension. The distortion of the head (locus of the mind) and the lack of any indication of hands (even the stick fingers put on a previous drawing were erased) all point to concern in the area of academic accomplishment. Tension over his lack of personal control is also indicated by his treatment of the neck. He lacks a feeling of security (omission of the feet) and feels that he is possibly the object of derision (ear treatment).

Drawing II The same boy in grade 4. The drawings are very much the same but more and more aggression is shown. He shows less tension though tension is still present. He also shows a desire for more friends (arm treatment) and concern over his own personal control (neck treatment). The hands, now present, indicate a feeling of lack of accomplishment and a lack of ability to manipulate his environment to his own advantage.

Drawing III This is the same boy in grade 5. This drawing shows a change in his feelings about himself. It was at this time that he was given special reading help. He still feels aggression, but it is not as bad. The lack of control over his feelings is more evident (broken side treatment, neck treatment) and his concern over lack of friends (hand and eye treatment) are more evident. The change in size (smaller size) is the most notable difference indicating that he feels much less important in his surroundings.

Drawing IV This is the first of several drawings by another boy. He is in the third grade, has average intelligence and is 8-5 years old. A number of things in the drawing indicate a need for support. The stance (angled) and the tree, grass and ground lines. He also shows his need for friends (arm and ear treatment). Already premature sex drives are indicated (body treatment). Tension is shown in both the amount of erasures and the sketchiness of the line.

Drawing V This is the same boy approximately one year later. This drawing exemplifies a child who is both withdrawn and aggressive. The sharp cut off of the arms and legs indicates the withdrawal, and the shading on the body and the mouth treatment, as well as the hair treatment, all indicate his feelings of aggression. The neck treatment (elongated) further points this out. His desire for friends (arm treatment) and his lack of a feeling of accomplishment (head and arm treatment) all seem to point to areas of concern for this boy.

Drawing VI The same boy two years after drawing V. He has become more socialized as far as other boys and girls are concerned. This is indicated by the stance as well as the global appearance of the drawing. However, the drawing (line) indicates his biding his time until he can commit even more aggressive acts. He shows increased tension (line, erasures) and an abnormal interest in girls (for his age) by the hair, nose, and mouth treatments.

Approximately twenty other drawings were shown of both children who were well adjusted and those who are not well adjusted. Comments similar to the above were made, but it was possible to graphically illustrate the points mentioned above as well as many others.

It cannot be overemphasized, however, that much caution should be used in using this or any other kind of projective technique.

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Current Practices and Trends in Remedial Education.

I would like to comment on some of the things that have recently come to my attention in the field of reading instruction. Then I would like to relate some of these to the Oregon program for extreme learning problems. Three trends in the current developments have included early identification, early service and preventative programs. Related to the above items one sees increased and improved diagnosis of learning problems with wider use of informal tests such as the informal reading inventories, more standardized diagnostic tests of various reading skills and new tests of various abilities such as the Frostig and ITPA which measure strengths and weaknesses of processes.

Another major development has been the material and supply explosion. It is my feeling that many of the new materials need careful evaluation. Many appear to be excellent but the use and application of others should be carried out cautiously. Examples of the newer materials and equipment would include programmed materials such as reading workbooks, equipment such as listening centers and equipment for programmed instruction, film developments like single concept films and low-cost 8mm material and continued expansion of high-interest, low vocabulary books and paperback editions of all sorts of reading material.

Increased attention at all educational levels to reading instruction is partly the result of and partly responsible for these above-mentioned developments. Research of both an action type and of a formal structured nature has been greatly extended. It appears that education is possibly not depending as much on tradition and folklore as in the past. The national first grade reading instruction studies are a good example of this. The availability of federal money has played an important part in both the material and supply and the research explosions.

Many contradictory results and theories are being reported. We need to distinguish between sound study results and theory. As to etiology, the current trend is for a biological, neurological basis or explanation. The former emphasis was on emotional and multi-casual factors. Remediation has taken two directions: teaching to the child's strength versus strengthening his weakness or teaching to his weakness. There has been very little research to show which direction is best.

The neurological "kick" is a part of the national scene with a great deal of interest in severe learning disabilities or minimal brain dysfunction or dyslexia or various other terms which seem to be used rather synonymously. While Oregon has for a long time had a program for extreme learning problems, it has not necessarily included the same group of children that would be included by the terms being used nationally. Children who are served in Oregon's extreme learning problem program are selected basically by an educational evaluation. Nationally, educators are still at a level of using medical terminology and analogies for identifying children with learning problems. Oregon's emphasis on educational evaluation may broaden the group included and may on the other hand leave out some children who need other services instead of or prior to the remedial education kind of service we have customarily provided.

Some examples of interesting reports at national conferences include the following.

Gilbert Schiffman, Maryland State Department of Education, after conducting careful studies reports that laterality is not easily determined. He states that handedness does not imply "brainedness." He suggests there may be a common underlying factor. The one consistent thing he found in the various studies in this area was inconsistency.

Gillet Ketchum of the Pennsylvania Hospital Clinic has studied six hundred children a year for a number of years. He reports four common personality patterns that he feels are causitive of reading disabilities.

Robert Karlin of Queens College reported finding basal readers as effective as high interest material. His implication was that it is not what material you use with retarded readers, but what you do with it that is important.

Virginia Svagr of Oakland Schools in Pontiac, Michigan, has done extensive studies of perceptual motor skills. She reports two conclusions: First, many children with immature perceptual motor skills in kindergarten will have immature perceptual motor skills after they have learned to read. Secondly, however, many children with inadequate perceptual motor skills are inadequate readers. It appears there are two implications from this general report. One obvious conclusion is that the degree of immaturity or inadequacy is critical, and secondly, that one must be careful in concluding what is casual.

A long time argument has existed over the effect or role of dominance. Recently great interest has been shown in perception, sensory modalities and motor performance. A final research report is the work of a school physician, Dr. Samuel Paul of Troy, New Hampshire. In following an interest in the so-called dyslectic child, he tried to tell which children would have reading problems by examining children at the start of school. He was totally unable to do so through measurements of handedness, eyedness, and dominance at a starting school age.

It appears some of the terms in current use are still only ways of hiding our ignorance. For example, dyslexia is being used in so many ways that it appears to be only the newest garbage can in which to categorize children on the basis of partial information about their difficulties. This intense interest in casual factors and neurological and physical correlates may be important but so is maintenance of an educational orientation with an adequate teaching program. An adequate program is not just obtaining materials and devices, and providing educational exercises to large numbers of children with a limited amount of service to each child. There has been a danger in the increased attention to more and more children in that there appears to be a trend in established special education programs in Oregon to provide less frequent service to children with extreme learning problems.

There are changes in the Oregon program that are similar to national trends. These include earlier service to children with better identification and diagnosis. Another national trend that has been seen in Oregon for a considerable period of time has been increasing use of informal inventories. Areas in which the state program attempts to "hold fast" are also consistent with procedures advocated by nationally recognized authorities. The case study approach to identification of extreme learning problem children is consistent with the careful diagnostic evaluation which is widely advocated. The importance of adequate service provided in a highly individualized program continues to be stressed. While the Oregon program has been an itinerant program, the national trend appears to be towards a special class organization.

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A Description of the "Gillingham Method"

One technique used by some clinics and schools to teach dyslexic[1] children to read was developed in the 1930's by Miss Anna Gillingham in conjunction with work with the neurologist Dr. Samuel Orton.[2] My acquaintance with this technique began in a training program in the Language Clinic of Massachusetts General Hospital in 1952. Since I have now lived with the material for about fifteen years, I have some difficulty in distinguishing my own adaptations from the original program.

I assume reading to be one aspect of learning a language. Its ultimate purpose is comprehension, through a process of converting printed symbols to their sound equivalents.[3] Reading words involves the same language as hearing spoken words, the same message, the same code, differing only in that contact is being made on the central nervous system by light vibrations through the eyes instead of sound vibrations through the ears. Learning to read, then, is the "process of transfer from the auditory signs of language signals, which the child has already learned, to the new visual signs for the same signals."[4]

Dyslexic children show certain common characteristics: their problem is one of word recognition, not comprehension; they have poor visual recall of words as wholes (although their visual recall of geometric shapes may be perfectly accurate); the more letters they try to emcompass simultaneously, the more the letters appear to jump around; they generally have more trouble with spelling than with reading. There are many terms to refer to this handicap, but the name given is less important for present purposes than the pedagogical implications arising from the symptoms.

Miss Gillingham's remedy is a multi-sensory one, combining visual, auditory, and kinesthetic reinforcements. It uses synthetic or intensive phonics, as opposed to analytic phonics, stressing exact and sequenced exercises in syllable division, dictionary drill, and penmanship. Each exercise is related specifically to spelling as well as to reading.

For the dyslexic non-reader English is made a perfect phonetic system having one sound for each symbol and one symbol for each sound. Similar symbols are made distinguishable kinesthetically as well as visually. When a child has become comfortable with this system, complications are added very gradually, along with rules and generalizations to handle each complication, in order to give him more to depend on than his own visual recall, which is unreliable. The letter k and the sound /k/, for example, begin with a one-to-one correspondence. Later, the letter c is introduced, and eventually the digraph ck, along with some generalizations about the use of each (for both reading and writing). More advanced children would progress to ch (as in school) and que (as in antique) as symbols for this sound.

For the dyslexic poor reader (who can do some reading, but who makes so errors of substitution, omission and repetition that he never arrives at a linguistic utterance) the same procedure is followed, faster, with a more sophisticated treatment of structure, stress patterns, and work with the dictionary.

This procedure is predicated on the specific inabilities of dyslexic children, and is designed not to cure them of their disability, but rather to allow them to read and write in a manner which minimizes it. It tries to make explicit the many inferences which normal readers make constantly as they read and write. My own feeling is that its value is threefold: it is multi-sensory; it presents English words emphasizing their linguistic and graphic regularities; and, used individually, it can become a successful experience for a defeated child.

My description is perforce bare and abstract. I hope that any interest in these techniques would not stop with my abstractions, since, when all is said, for proof the pudding must be eaten.

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Research & Field Studies

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Special Reading Classes in the Junior High

The E.S.E.A. Summer Program, 1966, Cascade Union High, Turner, Oregon was designed for a two-fold purpose. One was the teacher orientation to and practice in use of new materials, equipment and methods. The other purpose, equally important was the instruction of students in basic communication skills with emphasis on reading.

Since this was to be a team teaching situation, the organization of the team was the first order of business. Judson T. Shaplin's definition of team teaching, "Team teaching is the type of organization involving teaching personnel and students assigned to them, in which two or more teachers are given responsibility, working together, for all, or a significant part of the instruction of some group of students" was used in introduction of teachers to this project.

Three essential points were presented for decision:

1. Analysis of instructional needs.
2. Provision for optimum groupings for instruction of various types needed.
3. Adaptation of curricula, methods, materials and equipment to the arrangements as made. If classes were to be kept small for individualized teaching, these problems had to receive attention, since individualized instruction requires close supervision.

The means of accomplishing the joint instruction included planning how to:

1. Share tasks and goals
2. Plan together
3. Assign appropriate tasks to each member
4. See each other teach and use equipment and new material
5. Have free and direct access to all classrooms
6. Join in evaluation
7. Share information about students
8. Discuss common observations of teaching and effects of same

From the beginning this was a completely cooperative project and all planning was group planning and decisions were made by group about work and assignments.

Goals set were:

1. Decrease the number of children in group
2. Group similar ability and provide instruction to meet needs
3. Utilize special skills in teams
4. Provide background for those lacking
5. Cooperative guidance and evaluation of children
6. Encourage interaction among teachers and stimulate creativity for future planning--flexibility, etc.

Possible Snags:

1. Need for efficient clerical help
2. Scheduling
3. Communication between team members--agreement on meanings, purposes and goals as well as techniques.
4. Reporting progress to parents
5. Facilities and materials

Mrs. Lois Barber, a senior English teacher at Cascade High, took over the job of co-ordinator. Mrs. Glendora Dixon from Henry Hill Junior High District 13J, Independence, was Reading Consultant and team leader. Mrs. Ruth Metheany, Victor Point, Oregon who has invented her own method of teaching Words in Color, specialized in her area for those in need of basic word attack skills. Mrs. Norma Goddard, and Mr. Jim Luke seventh and eighth grade teachers of Turner, Oregon, did special work in Dictionary Skills and Reading in Content Subject, respectively. Of great importance to the success of the team was the work of the counselors, Harold Dutton, who assisted in the testing program and compiled statistics for the final report in addition to his duties in counseling work during the session.

An exceptional full-time secretary, Mrs. Lela Bates completed the team. It was one of her duties to keep the daily diary of the planning sessions and see that each member of the team was supplied with copies of all plans, materials etc. produced as and keep a complete file for projects reports and references.

The team met for one full week to organize, meet and plan for problems, make decisions, and work with the consultant learning uses of new materials and equipment.

Among problems considered in the first sessions were assignments of teachers to various areas of curricula, grouping and location in space of students, and flexible scheduling. The advantages of flexible scheduling could only be achieved if needs were identified and careful planning done. The tentative decision was made to use large groups for certain tape recorded lessons, reading laboratory activities, library reading and summarizing periods where two or more teachers were free to assist.

The plans included revision whenever it became obvious that better results could be obtained in smaller groups, or when it was apparent that a larger group would avoid unnecessary repetition.

After the sessions began with the children the staff had mornings for planning as the school hours were one to four P.M. This was one of the real advantages of the 4 week session as it made daily sharing of information and evaluation as well as diagnosis and prescription for individual children possible.

Among the items needing group decisions were the following:

1. Gathering information about the learning needs of individual students. This was done with the assistance of the counselor who procured the cumulative folders and assisted in administering the Gates Basic Reading Tests, then compiled the results with the help of the secretary.

A frequency distribution table was made to show how many pupils fell into each category of this five part test at each grade level. The California Mental Maturity test results were examined to determine possible potential. Whenever a Wisc or Benet had been given, this was used. There was consideration of difference between language and non-language scores and if the difference was 10 points or more in favor on non-language score it was felt there might be more potential. This was only one point of reference. Records in cumulative folder, and, in some cases, personal knowledge of one or more of staff aided in this judgment. As many references as possible were used in making decisions regarding learning needs and these were revised almost daily as students reacted.

2. The course objectives needed to be identified early in the planning sessions and after examination of information about students it was discovered that rather than a truly developmental class type, there really was a group of remedial children to be taught in groups according to demonstrated needs. This altered the original plans of field trips and experience approach. The short length of the session would not permit sufficient time to lay groundwork for that type of program and still secure maximum learning of skills so obviously needed.

The course objectives were listed as follows:

1. Letter and word identification
2. Word attack skills
3. Word analysis

4. Word meaning
   Dictionary skills
   Context clues

5. Sentence meaning (stories and content subject)

6. Paragraph meaning (stories and content subject)

7. Study habits and skills

8. Learning to want to read

3. The materials to be used were varied and a list is appended which identifies much of this.

4. The learning activities and group size included both large group sessions in which Listen and Read Tapes were used. Small groups work with Words in Color for those still at stages of letter and word identification. Groups were sub-divided in some areas with some who needed word perception using perceptamatic, a tachistoscope, while others more advanced used Controlled Readers with students in group who read at same level and speed. The student guides were used and comprehension checked in all cases. The groups were arranged so all received instruction from all teachers in all areas where they showed specific needs. However all groups received instruction in reading in the content subjects and study habits. The Be A Better Reader by Nila Banton Smith published by Prentice-Hall was used as basic material with appropriate Listen and Read Tapes and presentations by teachers. The overhead projectors were used by all when applicable.

The dictionary skills groups made use of individual dictionaries as well as the unabridged dictionary and lessons from overhead projectors. Many games and puzzles were used and interest remained at high level. The Reading Spectrum Vocabulary books by MacMillan were also used in word meaning study. Several Reading Labs by S.R.A were used in library as it is multilevel material designed to reach all levels. As difficulties were noted small groups were formed to teach needed skills or needs so identified were noted in planning sessions and taught in appropriate groups.

The overhead was used with overlays and transparencies by 3M company to aid in teaching phrasing, sentence and paragraph comprehensions as well as paragraph structure.

While the students ranged from grades 7-10 the groupings were on basis of needs and varied from four in smallest, most advanced to the largest groups which were twelve each. One group contained six members. Even these groups varied at times for different purposes. The frequency distribution table and test results were used for this first grouping.

5. Period length was an arbitrary arrangement for convenience but periods were combined whenever plans required longer presentation, or shortened to meet small group needs. Individuals joined either groups temporarily as needs were indicated

that could be met in another group.

6. Teacher roles--Each teacher felt free to ask for the type of work for which he or she felt best prepared but the assignment also included using the free period to observe and experiment with materials and equipment and take over such a group as soon as competency and confidence was gained. Since each of the teachers was competent and all were eager to try new material and equipment there were no problems in role, and all were free to enter into and assist in any area.

7. Constant evaluation of progress and attitudes. This was done daily in the morning planning sessions. One of the most important objectives of the whole session was to foster a desire to read and this was evaluated by daily review of student's reading of library books. The secretary kept a current record of books checked out. The final tally showed 238 books read by the group in the four weeks.

Many of the boys and girls said they had never wanted to read before and expressed a change of attitude both overtly and covertly. Several boys began to ride bikes to get there a half hour or more early to read rather than wait for the bus.

The Bond, Clymer, Hoyt Diagnostic test was given during the first week to pinpoint needs.

Evaluation at end was retest with Gates. Av. gain 9 months.

POSITIVE RESULTS OF SUMMER SCHOOL

STUDENTS:

1. Better understanding of their reading problems.
2. An opportunity to experience new teaching methods.
3. An opportunity to become acquainted with new teaching aids.
4. Improved communication skills.

TEACHERS:

1. Experience in the "team approach" to planning for and teaching skills.
2. A better understanding of the nature and extent of students' reading difficulties.
3. An opportunity to become acquainted with the administration and use of diagnostic tests.
4. An opportunity to realize the extent of the reading problem in our schools.
5. An opportunity to use new materials and equipment.

6. An opportunity to benefit from the summer's experience (failures and successes) in making plans for next year.

7. The results of the Summer Program can be the basis for an effective inservice program.

OBSERVATIONS:

1. We have a tremendous need for improved communication skills in our schools.

2. We need capable, qualified enthusiastic teachers who understand "kids" and their "problems."

3. We now have materials and equipment. It is important that they be used as aids to teaching, not as substitutes for teaching.

4. It is vital that all the faculty recognize the importance of reading and accept a share of the responsibility in helping the students improve their communication skills.

Final Evaluation: October

1. Change in attitudes

2. Extended use of materials for all levels

3. Increased interest in students who are participating in a reading program for the first time

4. Expressed plans for another session next summer

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Teacher	1:00-1:10	1:13-1:47	1:50-2:14	2:17-2:41	10 min	2:51-3:15	3:18-3:42	3:45-4:00
Mrs. Barber		Basic Skills & Spelling 2	Basic Skills-Spelling Word Clues	4	Break		SRA 1	Summary
Mrs. Goddard		Dictionary Skills 4	Basic Skills-Spelling	3		Dictionary 1 - 2		
Mr. Lake	ANNOUNCEMENTS		Reading in Content 2	1		4	3	
Mrs. Matheany		Basic Skills-Spelling color 1				Dictionary 3	Color 2	
Mrs. Dixon		Controlled Reader & SRA 3		Controlled Reader & SRA 2		Library	Controlled Reader & SRA 4	

24 min. periods
10 min. break

FREQUENCY DISTRIBUTION

GRADE	G.S.	V.D.	NOTING DETAILS	R. V.	L. C.
2nd				2	1
3rd	10	7	3	1	8
4th	16	13	11	10	11
5th	15	6	18	12	8
6th	5	10	9	10	18
7th	2	8	2	8	4
8th	2	3	1	2	1
9th	1	2	0	3	
10th	1		0	3	
11th	1		1		

This distribution was made from results of first testing with Gates Basic Reading Tests and used in first planning sessions for preliminary and tentative grouping.

DAILY READING RECORD
of
Individual Reading.

Designate Comment:

*	Poor
**	Fair
***	Good
****	Excellent

DATE	Name of Book	Pages	Title	Author	Type	Comment

BUILDING COMMUNICATION SKILLS

NAME ______________________________ DATE ______________

ACTIVITIES	PROGRESS CHART	
SPELLING	LESSON:	
SRA READING LAB NO.	COLOR:	NO.
CONTROLLED READER	FILM:	SPEED:
LISTEN AND READ TAPES	SCRIPT:	
WRITING		
SPEAKING		
BASIC SKILLS		
READING IN OTHER SUBJECTS		
FREE READING IN LIBRARY		
SPECIAL ORAL READING		
DICTIONARY USE		
OTHER		

WHAT I LEARNED: Today I

I NEED MORE HELP:

IN MY FREE TIME: I would like to

SUMMARY SHEET

NAME ______________________ DATE ______________________

Controlled Reader Films

Beginning rate

Ending rate

Percepta-Matic:

Tapes:

Language Master:

View ex:

SRA Lab No:

Color:

Power Builders:

Rate Builders:

Reader's Digest Skill Builders:

Level:

Stories:

Spelling

Lessons

Basic Skills:

Dictionary:

Content Subjects

Library Books:

Test Results	Age	G.S.	V.D.	N.D.	R.V.	L.G.	Av.	Grade	Long	N.L.	Total

Mrs. Hulda Gilmore
Reading Clinician
Salem Public Schools
Salem, Oregon

Report on Research: A "New" Approach to Assessment of School Readiness

The authors, Doctors Ilg and Ames present the basic educational viewpoint of the Gesell Institute: that children should be entered in school (and consequently grouped and promoted) on the basis of their developmental or behavioral ages and not on the basis of chronological ages or I.Q.s. The research has given major and primary attention to developmental expression of age and (1) considers the child at a certain age or level of growth, (2) the child as a unique individual, and (3) the child living in a certain environment. The authors contend that the substitution of an individual examination to determine readiness in terms of behavior, would have far-reaching benefits for both the child and the community.

The test which makes up the Institute's developmental examination for children (ages five through ten) consists of ten recording sheets and portends to show the developmental readiness, visual readiness and projective readiness of children. The battery of tests chosen "is rather a potpourri, a little bit of this, a little bit of that" and falls into seven parts:

1. The initial interview: Questions about age, birthdate, favorite activities, siblings, and father's occupation.

2. Pencil and paper tests: Writing name or letters, numbers, copying six basic forms and two three-dimensional forms, completing Incomplete Man figure.

3. Right and left (adaptation of Jacobson's Right and Left tests) in which responses are first verbal and then motor.

4. Form tests: Visual One (Monroe) - memory for designs and projection into forms.

5. Naming of animals for 60 seconds.

6. Concluding interview: Reporting on what child likes to do best in general, at school in-and-out door and at home in-and-outdoors.

7. Examination of teeth: Recording of both eruption and decay or fillings.

The findings of the test are recorded on a face sheet which gives a final thumb-nail summary of behavior and total impression and also a space for teachers comments.

The tests are an outgrowth of a discovery made in the mid 1950's when it was found that many of the "problem children" who came to the clinic in New Haven, Conn. had only one major problem: they were adjusted badly to school. The opinion of Ilg and Ames is that in almost every such case the child has been started in school too soon.

A foundation grant was obtained and an intensive study of some 1000 kindergarten through second grade children was conducted. The results, according to the authors, reflect what is happening throughout the country. Only about a quarter of the children examined were definitely ready for the grade in which they were placed. A quarter were definitely unready. The rest were at best questionable: they might or might not be able to make it.

The advise of authors Ilg and Ames is, "The right time to enter school should be when a child is truly ready and not merely some time arbitrarily decided upon by custom or law........Parents, teachers and school administrators should keep reminding themselves that growth cannot be hurried. Cultivating speed for its own sake has inherent danger of producing a crash later on."

This basic concept is beginning to make its impact in various communities in the country.

Mrs. Shirley Lee
Mrs. Lorraine Pompel
Delta Project Coordinators
Delake-Oceanlake Schools
Lincoln City, Oregon

Each One Teach One

Early in the fall of 1965 the teachers of the Delake and Oceanlake schools were told that they would receive funds for a Federal Pilot Project. They began by identifying 100 children who were culturally, emotionally, physically or mentally disadvantaged. Some were described as low achievers.

Information about these youngsters was put on special forms. An Experimental Group and an Experimental Control Group was chosen by random selection. A third group of the same size was selected in the same manner from the children remaining in each room as a Comparative Control Group.

During January the project coordinators interviewed each parent and obtained permission to work with the children outside the regular classroom.

While funds were not immediately available to pay NYC youth, one coordinator began remedial reading work with Words in Color and arithmetic instruction by using Cuisennaire Rods with grades three and four.

As soon as funds were available instruction was started on a one to one basis. High school students taught the seventh and eighth grade students, the seventh and eighth grade students taught the fifth and sixth grade students, the fifth and sixth the third and fourth and the third and fourth were "special" teachers for the first and second graders. Each child was helped overcome specific difficulties by using a variety of materials in the special classes outside the regular classroom.

The regular classroom teachers reported that children in these experimental classes showed improved attitudes, improved reading abilities and acceptance of the responsibility "of being a teacher". Evaluation sheets were mailed to parents and achievement tests were given to children in all three groups. The classroom teachers were asked to rate the experimental and control groups. The first two forms of evaluation were completed and showed pupil gains for the children in the special classes.

The plan for the project included a library aide in each high school, four elementary teacher aides and two project coordinators. Much new material and equipment was purchased. Dr. Arthur Pearl, University of Oregon, conducted a seminar to help teachers develop tolerance for deviance and improve their skills in individualizing instruction. Schools were open part time on Saturday to encourage cultural growth of children through reading, listening to stories, seeing motion pictures and going on field trips.

Mr. Albert F. Rinehart
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Job Corp Challenge: A Pragmatic Approach to Functional Language

"We have to teach these men without making them feel they are in a school!"

The author of these words is supervisor of an academic section in an urban Job Corps Center. The challenge was addressed to his language arts instructors.

The average pupil who comes before these teachers for instruction has completed seven years of school and can read at 4.7 grade level. A school drop-out, he has a history of academic failure. Ninety percent of these young men have not had successful employment. Many other factors such as broken homes, arrest, and cultural deprivation have contributed to their alienation from authority.

"Teach these corpsmen to read, but use only functional material."

"Teach them to communicate in writing, but avoid the use of grammatical terminology and mechanics."

"Create group interaction through meaningful oral communication, but in such a manner that it appears unstructured--and use an absolute minimum of direction."

"Enrich their vocabulary, but avoid direct reference to the dictionary as much as possible."

These are some of the specifics. More guidelines came down from the top use group instruction--and structure the curriculum in such a way that progressive evaluations can be made and reported.

The Communication Skills Division, University of Oregon, Tongue Point Job Corps Center, located at Astoria, Oregon, is shaping its program to meet these unorthodox instructional limitations.

This division is charged with instruction in the subject matter areas of language arts and mathematics. The philosophy underlying this pairing is that our contemporary adult communication is based upon the interdependent use of thirty-six written symbols: the alphabet and the numeral system.

Since the mathematical phase of communication is not of consummate importance to this writing, language arts only will be dealt with. Specific levels of instruction ranging upward from I to IV have been established.

Language Arts (LA) I proposes to instruct the pupil in basic reading, writing (penmanship), listening, pronunciation, and word study. Seatwork consists of completion of standard low-level language workbook assignments. This is augmented by prepared lists of functional words which are copied, alphabetized, matched with meanings, fitted into "completion" type sentences, and employed acrostically. A series of ten "Milestones" is used to evaluate progress. The pupil who successfully completes these moves upward into LA II.

LAII has four distinct areas of instruction. In the early stages, listening and speaking skills call upon the student merely to participate in some discussion with his peers. To avoid absenteeism caused by reluctance on the part of the non-verbal trainee to participate, the instructors have learned to introduce discussion as ostensibly a spontaneous thing, sparked by a timely event on campus or in the news. As Corpsmen become progressively involved in interaction, speaking assignments are gradually more structured and directed, so that in the latter of the ten milestones, individual performances result.

Word study consists of exercises in syllabication, the matching of synonyms, of antonyms, and of homonyms, the alphabetizing of lists of functional words, and the working of acrostic puzzles involving the words to be learned. As in the three other fields of LA II, ten "Milestone" steps evaluate vocabulary and spelling progress.

The writing channel of LA II generally involves, in the early stages, completion of more advanced language workbook material and deals mainly with language usage, employing the syntactical approach and eschewing the grammatical to the greatest extent practicable. Various materials have been created by the staff for use in this vein. Examples of formal and informal correspondence are handed out, and from this format pupils compose letters involving real situations. The use of printed news media is studied, with newspapers and periodicals being employed in the classroom. Particular emphasis is placed on the utilization of the classified columns. Items are located in stock and mail order catalogs and orders written up. Trainees are shown the use of personal data generally required in seeking employment, licenses, compensation, credit, or insurance coverage.

Corpsmen are exposed to much incidental reading in LA II in the above cited areas, particularly in working with the news media. Additional experience is gained from the use of manuals germane to their respective vocational fields. Reading per se generally consists of EDL material administered under timed conditions, with measurement of comprehension based on publisher-prepared questions. Classroom experimentation has shown, however, that stronger interest is evinced by the men when handed such publications as Sports Illustrated, Argosy, True, Playboy, and similar "male" type magazines. Use of such material, interspersed with functional vocational matter such as trade journals and applicable house organs, is contemplated.

Some corpsmen will seek needed assistance from an instructor at any time. Others, perhaps fearful of damaging their image in the eyes of the peer group, will seek help only outside the classroom. And then there are those who, failing, will drop out rather than seek help from a teacher. It has been noted, however, that most of these same men will not hesitate to employ a mechanical device in an effort toward self-improvement. In light of this, there are available in all LA I and LA II classrooms EDL controlled readers, Perceptamatic tachistoscopic readers, Bell and Howell language masters, and small hand tachistoscopes.

Men who complete LA II and who have no desire to attain a G.E.D. certificate terminate their language instruction in LA III. This section is devoted entirely to vocational skills and involves listening, speaking, reading, and writing. Leading off with self evaluation, the corpsman progresses through the writing of personal resumes, the preparation of job applications, the use of employer lists and employment facilities and has an opportunity to role-play job interviews, management-employee and customer-employee situations. In addition, men are given experience with tax forms, advised on the profitable use of leisure time, and acquainted with the function and importance of employee evaluations.

For those trainees who desire to obtain the G.E.D. certificate, LA IV provides more advanced instruction in grammar and syntax. Here the classroom is more reminiscent of the orthodox, with textbooks and chalkboard lecture the main tools. More sophisticated production in the form of oral and written feedback results at this level.

Yes, the people who teach the men of the Job Corps wear tags marked "Instructor" and they have chalk dust on their clothes. In their rooms are paper and pencils, books and bookshelves, chalkboards and charts, wastebaskets and wall clocks, pencil sharpeners and coat racks. But there are no bells and never a roll call. Classes are "meetings", assignments are "exercises", and tests are "Milestones". Diagraming and parsing are unheard of, yet the men can write, recognize, or reconstruct a sentence. There are no book reports, yet the corpsmen read and comprehend. There are no term papers or dreaded "finals"- and also--no cheating.

After his nine months in the Corps, the average graduate has acquired the equivalent of two more years of schooling and is reading at 7.2 grade level.

"A rose by any other name . . . ."